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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and resource materials for instruction in social theory. Material is divided into four sections. Section I, an introduction, describes the nature of social theory and provides tabulations of the kind of theory courses offered at the graduate and undergraduate levels. In section II, a total of 20 syllabi for undergraduate courses in social theory are divided into categories of courses with a classical focus, courses focusing on contemporary theories, courses covering classical and contemporary theories, and courses emphasizing theory construction. Section III contains nine syllabi for graduate courses, grouped according to the categories described above. For each course description, the following information is generally included: instructor and university, course overview, requirements, reading assignments, course outline, evaluation method or specific test questions, and reading materials. The final section, an appendix, contains a checklist for reviewing syllabi of courses on social theory and an alphabetical list of contributors, their addresses, and the page on which each syllabus is located. (LP)

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American Sociological Association

Resource Materials for Teaching

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TEACHING SOCIAL THEORY:

SYLLABI AND INSTRUCTIONAL MATERIALS

Compiled and Edited by

James Latimore
University of North Carolina-Charlotte

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Regis College

SO 015 964

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INTRODUCTION

Overview

This collection is primarily designed to serve as a resource for instructors of courses on social theory. Although the emphasis on syllabi, assignments, projects, exams and quizzes is primarily for undergraduate courses, several syllabi and supplementary materials for graduate courses have been included.

Content for this syllabi set was solicited through announcements in Footnotes, local, regional, national and various other journals, newsletters and meetings. Letters of invitation for submissions were sent to members of the ASA Section on Social Theory. Over 60 syllabi were submitted. The co-editors, with the assistance of a Review Committee, selected syllabi which represent a range of sociological perspectives, a variety of course themes, and a representative selection of techniques for implementation of course objectives and requirements.

SYLLABI AND INSTRUCTIONAL MATERIALS

FOR COURSES ON SOCIAL THEORY

Edited by

James Latimore and Louise Levesque Lopman

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Sociologists and Social Theorists

Merton's celebrated essay on middle-range theory has left its mark on sociology. One effect has been to discourage any would-be Talcott Parsons or Karl Marx from wasting their time in the pool halls of grand-systems theories.

Parsons and Marx were two major theorists whose work Merton could not re-classify as middle-range, unlike Durkheim and Weber, who were assigned places in the middle-range cosmos.

Ironically, both Parsons and Marx were synthesizers (if not always in one work). In The Social System, for example, Parsons undertook the theoretical task of integrating at least part of the work of Pareto, Durkheim, Weber and Freud, the kind of work Merton thought to be essential for the development of social theory - along with the necessary work on middle-range theory, of course.

General social theories ("grand systems" theories) are actually "special theories" or middle-range ones, in that they are focused on a delimiting problem such as order or change. The results may be somewhat "less middle-range" than those found in certain other theories, but it is hard to see the essential difference from this standpoint. A theory, any theory, begins with a problem, and ends by leaving many problems untouched. Nor does it seem that a general theory is any less researchable. Homans' work is a good example of a theory that is both general and researchable.

There may be one difference. The general theories are founded on questions that are, in a sense, simpler and more "natural". Perhaps for this reason, the theories become eclectic and synthesizing. This contrasts with the more sharply focused questions addressed by middle-range theories. Such theories can be "complete" without drawing on other middle-range theories. Whether these theories can and will be eventually synthesized, as Merton proposed, is open to question. That may be one way to go about it. But it appears that the grand (and synthesizing) theories themselves spring from different kinds of questions. Here, we call them "basic" and "natural" questions simply because they are the kinds of questions that might be asked by any intelligent and curious person. Order and change are good examples. To ask them, and to propose answers to them, is to produce a "grand systems" theory. There are undoubtedly other questions like these, comparable to the child's query: "Where is the edge of the universe and what is it like there?" Of course, some elderly children have asked this question also.

Without any intention of imposing interesting questions on anyone, additional questions of this kind might have to do with the following:

(1) Distinctions: why are some people discriminated against?

(2) Affiliations: how do people pick their friends, neighbors and marital partners?

(3) Worries: what do people worry about? Why do they have to worry about these things? How do they deal with them?

(4) Society: what is it? What does it mean to people? How is it created? Reacted to?

(5) Ideas: whose ideas count the most? Where do ideas come from? How are they transmitted, distorted, adopted?

(6) Heroes: who are they? How created? What kinds? What effects do they have?

(7) Masters: does anybody run things? Who? What things do they run? How do they do it?

(8) Habits: what are the habits of this group? Of that group? Of most or all groups? How do habits become set and how change?

(9) Wars: how can people be against war and leaders be for war?

Most of these questions (perhaps all) are not new ones, of course. And this may not be the best list. But the important points are that they are not asked again and again, and that they are the kinds of questions that seem to have been in the minds of the early sociological theorists. When the questions are not asked, we get very specialized answers (theories) rather than more comprehensive and synthesizing ones. In the long run, this may be suicidal for the discipline, both in terms of its utility and the power of its theory.

What has all this to do with the teaching of social theory? For one thing, it is intended as a context within which to observe that when it comes to teaching theory, particularly to undergraduates, sociology still falls back on the "early masters" - Weber, Durkheim, and Marx most commonly, but others as well. There is no way of knowing if the relatively small number of syllabi submitted by teachers around the country for use here are representative of

the teaching practices of most sociologists who offer a theory course. There are about 1400 sociologists in the United States and Canada who list theory as one of their specializations. Of these, approximately 800 were contacted by mail and asked to send a copy of their course syllabi. The result of this and other solicitation efforts yielded about 65 syllabi (which are gratefully acknowledged here). Thus, we can only say that for those theory courses represented here, classical theory is all or a large part of the theory that most students get. Following are some tabulations of the kinds of theory courses offered for undergraduate and graduates.

UNDERGRADUATE COURSES

Focus of Course	%-Age of Submissions
Classical theory	52%
Contemporary theory	10%
Classical-Contemporary combination	24%
Problems & principles of theorizing	7%
Social problems/sociological concepts	7%

GRADUATE COURSES

Focus of Course	%-Age of Submissions
Classical theory	18%
Contemporary theory	9%
Classical-contemporary combination	55%
Problems & principles of theorizing	18%

It should be noted that while some "combination course" emphasize classical more than contemporary theory and others do just the opposite, the tendency seems to be to lean more toward the classical. Moreover, a few schools in this sample offer both classical and contemporary theory at either the undergraduate or graduate level. Without knowing the requirements of these programs, it is not possible to say whether this represents an option for students or a comprehensive requirement. Finally, the courses on theory principles as well as the ones focusing on social problems or sociological concepts may draw on a contemporary as well as classical theory for examples.

The orientation of sociology to past thinkers is underscored by the preponderance of classical-theory courses or combination courses in which classical theory appears to receive the most attention. This pattern is most evident at the undergraduate level, but even graduate courses are likely to be combinations of the two.

One way to look at this is to say that sociology contemplates forgetting its founders, but then decides not to - Whitehead's dictum notwithstanding. Sociologists are still mining the workings of the early "masters" in their research, as well as teaching the masters historically and substantively to their students. However, here we prefer to suggest that the classical emphasis results not from a rational solution to this problem, as such (forgetting or remembering one's founders), nor from a thoughtless infatuation with the past, but from the tendency of the early sociologists to ask simple, "natural" questions, the kinds of questions that are not encouraged by an emphasis on middle-range theories. Middle-range theories are typically covered in elective courses (criminology, organizations, etc.). The theory teacher must teach more general theories if he or she is to teach anything (which some question), and to find one, we must return to the past.

The interdependence of parts and the wholeness of a theory also make it difficult to move from one to another, drawing on their continuities, crafting (or "patching together"), a sociological theory in the teaching of the subject. To teach a given theory seems to require teaching a substantial part of it (except when the "concepts approach" is utilized) and to involve teaching a number of discrete theories. We did not attempt to calculate the mean number of theorists taught (or any other such measure). However, a quick look at the syllabi published here will confirm the point (if anyone needed it confirmed) that social theory is a smorgasbord of fresh dishes and leftovers.

A few teachers make a decision to limit the coverage for the sake of more in-depth coverage (and at times recognizing the amount and quality of work that can be expected from a particular student population). But for most, the need to cover the field is apparently very strong, apart from the extensive coverage required for a historical perspective on the development of social thought.

Some bypass the problem of classical vs. contemporary theory by emphasizing the relationship between theory and research (Everett Wilson's course, for example,) or by focusing the course on the principles and problems of theorizing (see the syllabus for Peter Blau's course). Either way, classical as well as contemporary theories can be used as subject matters. There may be some cost in this, in that the explanatory contents of the theories may become less important, and we would infer from the syllabi that for most teachers, the contents are of primary importance. However, many readers will be interested in examining these syllabi carefully, not only for the potential they have for "bridging the gap" between classical and contemporary theory, but for the prospect of highlighting the simplicity of theory. Beneath the sometimes ponderous and often sleep-inducing language of theories (so students claim), lie simple questions and usually rather simple statements. If it were otherwise, it wouldn't be theory, which is essentially a simplification of reality.

The courses described herein are not easily classified and for that reason we can only suggest to readers that they do some contemplative browsing. There are many interesting and innovative approaches to teaching a difficult subject and not all of them are contained in one syllabus. Apart from the problems of how many theories to cover, which ones, how much time to spend on each one, what kinds of papers and exams, etc., there are the problems of getting students to read the assigned material and to make some contribution to classroom discussion that most if not all theory teachers must deal with, perhaps more so than they do in other classes. We cannot guarantee that all the techniques reported here are effective, of course, but one reason for selecting many syllabi was the thoughtfulness and potential promise of the techniques employed to deal with the problem of student involvement in the course.

As for the coverage of theorists and theories, it seems that this is a time of co-existence of theories. Balanced coverage is the norm, even if some (such as dialectical theory) are more neglected than others. The implication of this is that the future direction of social theory lies in the synthesis of more or less equally valid theoretical perspectives rather than a triumph of one over the others. It may be debated whether this is a good thing or not. For the present it seems to be, if we may be permitted an opinion on this, although the time may come for a resurgence of dispute.

In general, the courses described here seem quite impressive, and at least one of the editors feels he might be fortunate to get a "C" in some of them. However, a course must be appropriate for a particular institution

and its students. Thus, the editors and reviewers made an effort to include syllabi that might be useful at institutions other than elite ones where the conditions make higher expectations of performance reasonable.

Acknowledgements

The content of the syllabi in this volume reflects some of the current techniques, approaches, innovations and areas of focus of many instructors who endeavour to present social theory to undergraduate and graduate students. We acknowledge the authors' contributions and their expertise and we hope that they provide encouragement to those who are currently teaching social theory, as well as to those who have "resisted the challenge."

Finally, we wish to acknowledge, with deep appreciation, the work of the reviewers who are, in a real sense, co-editors of this volume. The reviewers were Nancy Davis (Depauw University) and Robert Day (The University of North Carolina at Charlotte.)

Comments on these materials and additional contributions are welcome.

James Latimore

Louise Levesque Lopman

Cost and Order Information

This volume of syllabi and instructional materials is priced to cover the cost of preparation, duplication and mailing. $8.00 ASA members/$10.00 nonmembers.

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Syllabi for

Undergraduate Courses

SOCIOLOGY S348
Introduction to Sociological Theory
Indiana University-Purdue
University at Fort Wayne
Spring, 1983
CM 244 1:30 PM-2:45 PM

Instructor: Patrick J. Ashton, Ph.D.
Office: CM 235 Phone: 482-5864
Hours: TR 10:30 am - 12:00 noon
TR 3:00 pm - 3:30 pm
TR 7:00 pm - 7:30 pm
or by appointment

COURSE DESCRIPTION

This course is an introduction to the field of sociological theory. As such, it aims to explore the nature of sociological theory itself as well as the major varieties of theory within the discipline and the theorists who have developed them. It would be, of course, impossible to comprehensively survey all the many sociological theories,much less the significant theorists, in one semester. Thus, we will concentrate upon theorists and theories which represent major paradigms, or theoretical orientations, within the field. We will examine the creation of these paradigms in the 19th and early 20th centuries -- the period of "classical" sociology -- and follow their elaboration and application in contemporary, post-World War II sociology.

This course will be taught from the point of view of the sociology of knowledge. This approach argues that knowledge of the social world is rooted in anddecisively shaped by existing socio-historical conditions. Each social theory or theoretical orientation, then, can only be understood in the context of the theorist's intellectual and social milieu, as well as the previous history of social thought. The sociology of knowledge is thus more than the history of social thought or intellectual biography; it is the history of the connection between material social conditions and intellectual conceptualizations of those conditions.

The central premise of this course is that sociological theory as a distinct form of conceptualizing the social work arose out of the intellectual ferment of the 17th and 18th centuries which was created by the rise of industrial capitalism and the political changes that accompanied it. Symbolic of the latter was the French Revolution. More specifically, I will argue that the relatively rapid pace of social change characteristic of this period spurred social self-examination. The major sociological paradigms were thus formed as a reaction to, a celebration of, or a critique of the new society of materialism and individualism then in formation. Though these paradigms have since been elaborated and modified, they nevertheless remain the heart of sociological theory and theorizing today. Thus, we will devote the first three-quarters of the course to an examination of the historical background to and the development of these classical paradigms. The last quarter of the course will examine their contemporary application.

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Ashton

COURSE REQUIREMENTS

1. Reading Assignments
You are to read all of the assigned material BEFORE the topic is covered in class and to come to class prepared to discuss it. Lectures and in-class discussions will not usually directly duplicate reading material: to a large extent it is up to you to make the connections. Assigned readings will be drawn from the following sources:

Randall Collins and Michael Makowsky, The Discovery of Society. Second edition, revised. Random House, 1978.

Anthony Giddens, Capitalism and Modern Social Theory. Cambridge University Press, 1971.

Selected readings on reserve at the Circulation Desk in the Library. (These readings are marked with an * on the list of Reading Assignments).

2. Class Participation
This course will be organized, to the extent possible, in a seminar format. Your active participation, on a class-by-class basis, is not only encouraged, it is required, as it is my view that theory can most effectively be learned through intellectual dialogue. Participation includes raising questions as well as points of clarification or debate.

3. Essay Exams
Three essay exams will be given in class on the following dates:

Exam #1	February 9
Exam #2	March 15
Exam #3	May 5

The exams will not be cumulative -- i.e., each exam will cover only the material presented in the segment of the course immediately prior to it. Study questions will be handed out in class at least one week prior to each exam.

4. Oral Report
Students in the class will divide up into groups or two or three people to research and given an in-class report on a contemporary sociological paradigm and the theorists associated with it. The paradigms and the dates for presentation are noted on the schedule of Reading Assignments. More specific guidelines will be handed out separately. A declaration of group to a topic, please. All members of the group will receive an identical grade, based upon the clarity, comprehensiveness and depth of the oral report.

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5. Term Paper

The term paper will require you to compare and contrast two or more sociological theories or paradigms. More specific guidelines will be handed out separately. The papers should be approximately 15-18 pages in length, including notes and references, and they should be typed in accordance with the format of the American Sociological Review. The papers are due on the last day of class, Thursday, April 28. Late papers are subject to down grading.

GRADING

The five elements of evaluation in this course willbe weighted in the following way:

Class Participation		10 % of final course grade
Exams 20% each	=	60 %
Oral Report		10 %
Term Paper		20 %
		100 %

Grades will be assigned according to the following scale:

A = 88 - 100%
B = 78 - 87
C = 68 - 77
D = 58 - 67
F = 57% and below

There will be no curve.

TOPIC OUTLINE AND READING ASSIGNMENTS

* indicates library reserve

Date	Reading Assignment and In-Class Topic
WEEK 1	Reading: Giddens, Preface Collins and Makowsky, Introduction *Ely Chinoy, "Science and Sociology"
Jan 11	Organization and Overview of the Course
Jan 13	Theories, Paradigms and Ideologies
WEEK 2	Reading: *Kenneth R. Hoover, "The Elements of Science" *Howard S. Becker, "Whose Side Are We On?" *Dorothy E. Smith, "Women's Perspective As A Radical Critique of Sociology" *Graham Kinloch, "Major Types of Ideology"
Jan 18	Science and Ideology
Jan 20	The Socio-Historical Context of Sociology I: The Breakdown of Feudal Absolutism.

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WEEK 3 — Reading: Giddens, Introduction
*Irving Zeitlin, "Part One: The Enlightenment"
*Irving Zeitlin, "Part Two: Post-Revolutionary Thought" (to page 74)

Jan 25 — The Enlightment and Liberal Individualism
Jan 27 — The French Revolution and the Reaction

WEEK 4 — Reading: Collins and Makowsky, Chapter One
*Irving Zeitlin, "Auguste Comte"
Collins and Makowsky, Chapters Five and Three
*Lewis Coser, "Herbert Spencer"

Feb 1 — Auguste Comte and the Beginning of Sociology
Feb 3 — Liberal Individualism: Tocqueville and Spencer

WEEK 5 — Reading: Collins and Makowsky, Chapter Two
Giddens, Chapter 1

Feb 8 — EXAM #1
Feb 10 — Karl Marx: Social and Intellectual Background

WEEK 6 — Reading: Giddens, Chapters 2, 3 and 4
*John G. Gurley, "The Materialist Conception of History"
*John G. Gurley, "The Theory of Surplus Value"

Feb 15 — Marx's Historical Materialism
Feb 17 — Marx's Theory of Capitalism

WEEK 7 — Reading: Collins and Makowsky, Chapter Six
Giddens, Chapter 5

Feb 22 — Marx: Social Change and Revolution
Feb 24 — Durkheim: Social and Intellectual Background

WEEK 8 — Reading: Giddens, Chapters 6 and 7 and pp. 196-204, 224-232

Mar 1 — Durkheim: The Division of Labor
Mar 3 — Durkheim: Suicide and the Social Group

WEEK 9 — Reading: Giddens, Chapter 8 and pp. 216-223
Collins and Makowsky, Chapter Seven

Mar 8 — Durkheim: The Sacred and the Profane/Relation to Marx
Mar 10 — Weber: Social and Intellectual Background

WEEK 10 — Reading: Giddens, Chapters 9 and 10

Mar 15 — EXAM: #2
Mar 17 — Weber: Protestantism and Capitalism

WEEK 11 — Reading: Giddens, Ch. 11 and 12 and pp. 185-195, 205-216, 232-242.

Mar 22 — Weber: Status, Bureaucracy and Rationalization
Mar 24 — Weber: Methodology/Relation to Marx

WEEK 12 — Reading: Collins and Makowsky, Ch. 8, 9 and 13
*Irving Zeitlin, "Symbolic Interaction"

Mar 29 — The Unconscious and Social Psychology
Mar 31 — The Intersubjective: Mead and Symbolic Interaction

Ashton

WEEK 13		Reading: Collins and Makowsky, Ch. 10 and 11 *Julia and Herman Schwendinger, "Sociology's Founding Fathers: Sexists to a Man"
	Apr. 12	Pragmatism, Reform Liberalism & the Development of American Sociology
	Apr. 14	GROUP PRESENTATION: Structural Functionalism
WEEK 14		Reading: Collins and Makowsky, Ch. 12 *Margaret Poloma, "Exchange Theory"
	Apr. 19	GROUP PRESENTATION: Exchange Theory
	Apr. 21	GROUP PRESENTATION: Conflict Theory
WEEK 15		Reading: *Zillah Eisenstein, "Capitalist Patriarchy and the Case for Socialist Feminism" Collins and Makowsky, Epilogue Giddens, Postscript
	Apr. 26	GROUP PRESENTATION: Socialist Feminism
	Apr. 28	Summary and Conclusions
	May 5	EXAM #3

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S348 Introduction to Sociological Theory
Patrick J. Ashton
Spring 1983

STUDY QUESTIONS FOR EXAM #1

1. What is theory? List and discuss the 6 basic elements of theory and discuss the relationship between theory and research.

2. What is a paradigm? List and discuss its basic components and use them to define each of the 4 major sociological paradigms.

3. What is an ideology? List its basic elements and discuss the second and third elements with regard to the 4 major contemporary ideologies.

4. Drawing on the readings, discuss at least two positions on the value neutrality/objectivity issue.

5. Briefly describe feudal society and discuss its ideology, the Christian Paternalistic Ethic.

6. Why is the 16th Century referred to as a "watershed" in modern history? Briefly discuss the major elements of this watershed.

7. List and discuss the major elements of the new world-view that emerged in the 17th Century, including at least one thinker associated with each element.

8. Drawing on Zeitlin and the lectures, list and discuss at least three major characteristics of Enlightenment thinking.

9. Compare and contrast the views of Hobbes, Locke and Rousseau on the concept of the "social contract".

10. Using the class handout and Zeitlin, define the ideological perspectives of Montesquieu and Rousseau.

11. Using the class handout and Zeitlin, explain why Bonald and de Maistre can be called Organic Conservatives.

12. Discuss Auguste Comte as a social theorist. Include the following points from the course handout: major aim, paradigm, basic concepts, major propositions, methods, ideology.

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STUDY QUESTIONS FOR EXAM #2 (Part 1)

On the exam, you will be responsible for <u>one</u> of the following four questions:

1. List and briefly explain at least 5 of the 7 major components of Hegel's thought.

2. What was Ludwig Feuerbach's theoretical breakthrough? How did Marx use Feuerbach to criticize Hegel, and Hegel to criticize Feuerbach?

3. What were the basic ideas or accomplishments of the following Utopian Socialists: Babeuf, Saint-Simon, Owen, Fourier, Blanqui? What were the four basic ideas Marx appropriated from the Utopian Socialists?

4. Who were the major British political economists studied by Marx? Why did he respect their work? What two criticisms did he level against classical political economy?

5. List and briefly explain the four forms of alienation characteristic of capitalist society according to Marx. How did he suggest it was possible to overcome this alienation?

6. Drawing upon Giddens, Gurley and the lectures, draw and explain Marx's materialist conception of society. How is this structure related to, and affected by, the process of historical change?

7. What, according to Marx, is a mode of production? What distinguishes a class mode of production from a non-class mode of production? Give an example of an historically specific mode of production and explain why it is or is not a class mode of production.

8. Gurley states that the most important illusions or misconceptions about capitalism concern surplus value. Describe each of the five illusions Gurley lays out and show how, from a Marxist point of view, they cloud our understanding of capitalism.

9. What, according to Marx, is a contradiction? List and briefly explain the three basic contradictions of capitalism.

10. List and briefly discuss five points of comparison between Marx and Comte.

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STUDY QUESTIONS FOR EXAM #2 (Part 2)

11. List the six major themes of conservative sociological analysis according to Robert Nisbet and give an example of each theme from Durkheim's work.

12. List and briefly explain at least five of the major intellectual influences on Durkheim.

13. List and define the major features of Durkheim's model of society. Describe the interrelationship of these features in his theory of social change.

14. Marx and Durkheim addressed themselves to many of the same issues. There are similarities in their conceptualizations, but important differences as well. List and explain at least five of the areas of overlap mentioned in class, showing both similarities (where they exist) and differences between the ideas of Marx and Durkheim.

STUDY QUESTIONS FOR EXAM #3 (Part 1)

1. Marx and Durkheim addressed themselves to many of the same issues. There are similarities in their conceptualizations, but important differences as well. List and explain at least five of the areas of overlap mentioned in class, showing both similarities (where they exist) and differences between the ideas of Marx and Durkheim.

On the exam, you will be responsible for one of the following two questions.

2. List and discuss four major intellectual influences on Max Weber.

3. List and discuss at least five aspects of Weber's methodology.

On the exam, you will be responsible for one of the following two questions.

4. Distinguish between Weber's definitions of power and domination. List and describe the three types of authority identified by Weber and give a specific example of each.

5. List and define Weber's two types of rational social action. Following Giddens, explain how Weber saw these two types of rationality coming into conflict with one another in modern society.

On the exam, you will be responsible for one of the following two questions.

6. Briefly recount Weber's argument about the relationship between Protestantism and capitalism. Include in your discussion the concepts of rationality and asceticism.

7. List and define the major features of Weber's "ideal type" bureaucracy. What, according to Weber, was the future of bureaucracy? In his view, would socialism overcome bureaucracy? Why or why not?

8. Briefly describe the two types of liberal ideology that dominated American thought at the beginning of the 20th century, and give an example of how each was expressed in sociological theory.

S348 Introduction to Sociological Theory
Patrick J. Ashton
Spring 1983

STUDY QUESTIONS FOR EXAM #3 (Part 2)

9. Based on the readings, what is the paradigm of George Herbert Mead? Briefly describe his epistemology and then define the following of his major concepts: Self, the "I" and the "Me", the "Generalized Other".

10. Based on the group presentation and the readings, list and describe Parsons' four Functional Imperatives. Give an example of an institution associated with each Imperative.

11. Following the group presentation and Poloma, list and define Homans' five Propositions of Exchange Theory and give an example of each.

12. Following the group presentation and Eisenstein, list and briefly describe the basic tenets of the two major theoretical roots of Socialist-Feminism. Explain how Socialist-Feminism generates a synthesis of these two views.

S348 Introduction to Sociological Theory
Patrick J. Ashton
Spring 1983

GUIDELINES FOR TERM PAPER

Length: 14 - 16 pages, including notes and references
Format: American Sociological Review
Due: April 28, 9 p.m.

Do either #1 or #2 below.

1. Compare and contrast the views of Marx and Durkheim with regard to three of the following concepts:

   Estrangement (alienation and anomie)
   Consciousness and social structure
   Method
   Nature and importance of the division of labor
   Religion

OR

2. Compare and contrast the views of Marx and Weber or Durkheim and Weber with regard to three of the following concepts:

   Religion
   Method
   Authority and power
   Class and status
   Rationalization of society

For each of the three concepts you choose you should discuss the following things:

1) the specific meaning given to the concept by each theorist and the role that the concept played in their theoretical system.

2) similarities and differences in the way the concept was treated by each theorist

3) the implications of these differences for social theory

4) your own personal assessment of these differences in terms of your own concept of a viable social theory

POINTS FOR EVALUATING SOCIAL THEORISTS/THEORIES

1. Socio-Historical Context
   - Economic and political developments
   - Major intellectual currents
   - Personal biography

2. Major Aim(s)
   - What was the person trying to accomplish with their work?
   - What is/should be the major task of sociology?

3. Paradigm
   - Social Facts, Social Definition, Social Behavior, or Social Relations
   - Unit of analysis
   - Epistemology
     - positivism vs. antipositivism
     - analytic vs. interpretive
     - holistic vs. elementaristic

4. Basic Concepts
   - What are the key concepts used and how are they defined?

5. Major Theories/Propositions
   - How are the (suggested) most salient features of the social world explained?
     - e.g., order, control, conflict, change

6. Methods Used and Advocated
   - Documentary, survey, experimental, or field
   - Types of evidence

7. Ideology
   - Organic Conservative, Individualist Conservative, Reform Liberal, or Socialist

8. Science and Ideology
   - Position on objectivity vs. value-neutrality
   - Standard of proof

9. Assessment
   - What does it explain/interpret?
   - What does it fail to explain/interpret?

PARADIGMS IN SOCIOLOGY

Paradigm = a consensual framework for generating and guiding research

Components: Exemplars -- standard problem solutions
Axioms -- statements that are self-evident or "universally" accepted as true
Epistemology -- criteria for pursuing and assessing knowledge
Theories -- sets of abstract, logically interrelated propositions which attempt to explain and/or interpret the relationships among phenomena
Methods and instruments -- processes and tools for empirical investigation

1. SOCIAL FACTS PARADIGM
   Exemplar: Emile Durkheim, esp. Rules of the Sociological Method, Suicide
   Axiom: Society is a reality sui generis; therefore social facts can only be explained by other social facts.
   (Explanation): Social entities and processes are real. Social facts are external and coercive on the individual. Anti-psychological reductionism. Focus on social structure.
   Theories: Structural-functionalism (Parsons, Merton et al.)
   Conflict theory (Coser, Dahrendorf, Collins)
   Methods: Predominantly survey

2. SOCIAL DEFINITION PARADIGM
   Exemplar: Max Weber's work on social action
   Axiom: Definition of the situation: "A situation defined as real is real in its consequences." (W.I. Thomas)
   (Explanation): Focus is on social process and intersubjectivity. Social phenomena are complexes of meaningfully oriented actions of persons reciprocally related to one another. "The organization of human society is the framework inside of which social action takes place and is not determinant of that action" (Blumer). Weber's definition of sociology: "A science which attempts the interpretive understanding of social action in order thereby to arrive at a causal explanation of its course and effects."
   Theories: Action theory (Weber, early Parsons)
   Symbolic interaction (Mead, Cooley, Blumer)
   Labeling theory (Becker, Scheff)
   Phenomenological sociology (Weber, Schutz, Garfinkel)
   Dramaturgical analysis (Goffman)
   Methods: Field study (observation and interview)

3. SOCIAL BEHAVIOR PARADIGM
   Exemplar: B.F. Skinner, Beyond Freedom and Dignity (1971)
   Axiom: Human social behavior can only be explained in terms of the principles of individual human behavior.
   (Explanation): "One does not see ideas and values when one looks at society, but rather how people live, how they raise their children, how they gather or cultivate food, what kinds of dwellings they live in, what they wear, what games they play, how they treat each other, how they govern themselves, and so forth." (Skinner) Goal is to understand and predict behavior. Stimulus-response framework.
   Theories: Exchange theory (Homans, Blau)
   Methods: Experiment

4. SOCIAL RELATIONS PARADIGM

Exemplar: Karl Marx, esp. Capital

Axiom: Society is a totality of social relations; all parts are mutually interrelated in an organic whole, i.e., they are basically different sides of the same thing.

(Explanation): For Marx, social factors are neither logically independent nor static. He assumes movement and interconnectedness and then sets out to examine why some social forms appear to be fixed and unchanging. "With the philosophy of internal relations, the problem is never how to relate the separate entities but how to disentangle a relation or group of relations from the total and necessary configuration in which they exist" (Ollman).

Theories: Marxist political economy (URPE group)
World systems theory (Wallerstein)
Critical theory (Habermas)
Socialist feminism (Mitchell, Hartmann, Eisenstein)

Methods: Documentary -- historical and comparative

Patrick J. Ashton

Department of Sociology

CONTEMPORARY IDEOLOGICAL PERSPECTIVES

	Organic Conservative	Individualist Conservative	Reform/Corporate Liberal	Socialist/Radical
View of Human Nature	Cynical view of humans as inherently aggressive, selfish, competitive and hierarchical. Individuals are motivated by biological urges.	Same as Organic Conservative, except that humans are seen as highly individualistic and basically inert or lazy. Individuals are motivated by rational calculation of self-interest.	Same as Conservatives, but not as cynical. Individuals can be motivated by altruism under certain circumstances.	Humans are basically social, cooperative and egalitarian. Individuals are motivated by desire to fulfill human potentials.
Nature of the Social Order	Humans need society to protect themselves from each other. Inequality and hierarchy are natural and necessary. Society is a reality sui generis.	Free market and private property are the foundation of economic and political freedom. Government is the main coercive force. "Invisible hand" is the just allocator. Society is no more than the sum total of the individuals who make it up ("social contract").	Social system has tendencies toward instability and injustice which require government fine tuning to keep it running smoothly. Meritocratic capitalism is the best form of society.	Capitalism is an exploitative social system, the foundation of which is inequality. It is inherently unstable due to class conflict and contradictions. Society is necessary for human development.
Central Values	Authority, order, and tradition. Freedom within prescribed bounds.	Individual liberty and private property (laissez-faire). Freedom from restraint.	Individual civil rights, equal opportunity. Freedom of opportunity.	Equality and Solidarity. Freedom to develop capacities and potentials.
Orientation to Social Change	Change is disruptive and should be minimized.	Change occurs in a "naturally"slow and incremental way as a result of individual actions. Social change is cyclical.	Humans, through the vehicle of the state, must intervene to make appropriate modifications in the system. Social change is evolutionary (progress).	Change is produced by inherent conflicts and contradition; it is dialectical
Conception of Politics and the State	Elite should guide the state according to timeless moral principles.	State barely serves anyone's interest. Government should abstain from free market and restrict activities to national defense, criminal justice and acting as a referee. The least government	Pluralism insures that the state will serve everyone's interest. The state must intervene to maintain the system by ensuring equal opportunity and a stable and expanding system.	Politics and the state are dominated by the needs and interests of the ruling class. Socialist state is decentralized and democratic

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CONTEMPORARY IDEOLOGICAL PERSPECTIVES

	Organic Conservative	Individualist Conservative	Reform Liberal	Socialist (Radical)
Ideal System	Paternalistic capitalism. Goal: Stability through elite-controlled growth.	Free-market capitalism. Goal: Increase production through individual decisions.	Welfare state capitalism. Goal: Expand and adjust the pie.	Democratic socialism. Goal: Democratic decision-making in the economic and political realms. Distribution of wealth on the basis of need.
Cause of Social Problems	Sudden change and breakdown in social control mechanisms.	Government coercion and disruption of the free market.	Uncontrolled economy and lack of equal opportunity in meritocracy.	Inequality and class conflict and inherent contradictions.
Solution to Social Problems	Found in past traditions which reflect basic human laws.	Found in the basic principles of capitalist society (neo-classical economics).	Government monitoring of the economy and the meritocracy.	Movement toward socialist society: economic and political democracy and a planned economy.
Philosophers and Economists	Thomas Hobbes Edmund Burke William F. Buckley Rev. Jerry Falwell	Adam Smith Jeremy Bentham Ayn Rand Milton Friedman George Gilder	Jean-Jacques Rousseau John Maynard Keynes John Kenneth Galbraith Lester Thurow	Karl Marx Ernest Mandel Paul Sweezy Michael Harrington Tom Hayden
Sociologists	Auguste Comte Emile Durkheim Herbert Spencer Talcott Parsons	George Homans Peter Blau	Max Weber Robert Park and the Chicago School Robert Merton	Karl Marx C. Wright Mills Erik Wright Immanuel Wallerstein
Basic Sociological Concepts	Organic analogy Functionalism Equilibrium Anomie	Exchange Equilibrium	Human Ecology "Theories of the Middle Range" Conflict among groups Role Theory Socio-Economic Status	Class conflict Inherent contradiction Historical materialism Alienation
Conception of Community	Gemeinschaft as illustrated in the medieval commune.	"Community of Limited Liability." The marketplace as community.	"Community Without Propinquity." (Gesellschaft). Social networks and associations not bound by territorality.	The solidarity of Gemeinschaft and equal power based on the abolition of social classes.

RECOMMENDED READINGS

Dick Batten
Theory Seminar - SO 301B

Fall 1982
Tuesday 2:30 - 4:30 p.m.

The following reading list includes some recommendations for primary and secondary sources to guide you through your presentation and summary and analysis. Other references may be found throughout MASTERS OF SOCIOLOGICAL THOUGHT as well as in the library. Important works about the theorists are mentioned on pp. 585 & 586 of Coser's book; literature on recent trends in sociological theory, to be discussed in the last weeks of the semester, are listed on pp. 582-584 of the same book.

Because the following list cannot be exhaustive, for example, articles are omitted, you should see me to discuss your topic further.

Karl Marx (presentations: October 5 & 12):
Karl Marx and Friedrich Engels, The German Ideology
The Communist Manifesto
T.B. Bottomore (ed), Karl Marx, Selected Writings in Sociology and Social Philosop
Neil J. Smelser (ed), Karl Marx, On Society and Social Change

Herbert Spencer (presentation: October 19):
Herbert Spencer, The Study of Society
Robert L. Carneiro (ed), The Evolution of Society: Selections from Herbert Spencer's Principles of Sociology

Emile Durkheim (presentation: October 26 & November 2):
Emile Durkheim, The Rules of Sociological Method
Suicide
Division of Labor in Society
The Elementary Forms of Religious Life

Georg Simmel (presentation: November 2):
Kurt H. Wolff (ed), The Sociology of Georg Simmel
Donald N. Levine, Georg Simmel, On Individuality and Social Forms

Max Weber (presentation: November 9):
Max Weber, The Protestant Ethic and The Spirit of Capitalism
W.G. Runciman (ed), Weber, Selections in Translation
S.N. Eisenstadt (ed), Max Weber, On Charisma and Institution Building
H.H. Gerth & C. Wright Mills (eds), From Max Weber: Essays in Sociology

Robert Ezra Park (presentation November 16):
Robert E. Park, Race and Culture
Robert E. Park & Ernest W. Burgess, Introduction to the Science of Sociology

William I. Thomas & Florian Znaniecki (presentation: November 16):
William I. Thomas & Florian Znaniecki, The Polish Peasant in Europe and America
Florian Znaniecki, The Social Role of the Man of Knowledge
Hubert Blumer, An Appraisal of Thomas and Znaniecki: The Polish Peasant in Europe and America

Conflict Theory (presentation November 23):
C.Wright Mills, The Power Elite
White Collar
The Sociological Imagination
Power, Politics & People
Max Horkheimer & Theodor Adorno, Aspects of Sociology
Ian Taylor, Paul Walton, & Jock Young, The New Criminology
Richard Quinney, Class, State, and Crime
Andrew T. Scull, Decarceration

BOSTON COLLEGE
Chestnut Hill, Massachusetts

SO301B Theory Seminar
Tuesday 2:00-4:30 p.m.

Dick Batten
Fall 1982
Office Hours: T 4:30-5:00 p.m.
or by appointment

Objectives of the seminar:

The purpose of this seminar is to present and discuss the ideas of the major theorists in sociological thought. Sociologists study society which is composed of groups of individuals who are part of interdependent networks including family, school, religion, social status and social class. Sociology emphasizes the interrelationship between the individual and society. This interrelationship is crucial when the history of sociological theory is studied. Therefore, the theorists who were the founders of the discipline should be studied as being part of their time, their social and intellectual environment. To understand the development of sociological thought fully, we have to go beyond a mere knowledge of formal statements and ideas.

During the semester it will become apparent that sociology is more than another opinion or view on society. Sociology offers a way of thinking, a perspective that enables you to see a changing world in different ways. Therefore, an important part of this seminar will focus on the relationship between the masters of sociological thought and their times; how their sociological ideas were the products of their worlds, experiences and environments. The best theorists were able to transcend their own environment and create ideas that are general in character, and they are still influential today.

As the sociologist C. Wright Mills wrote:

> "The most fruitful distinction with which the sociological imagination works is between 'the personal troubles of milieu' and 'the public issues of the social structure'. Troubles occur within the character of the individual and within the range of his immediate relations with others: a trouble is a private matter. Issues have to do with matters that transcend these local environments of the individual: an issue is a public matter".

Some theorists state that in the long run the individual and society have a common goal of resolving these troubles and issues, while others are convinced that tension dominates the relationship between the individual and society. In this seminar we will elaborate on the relationship between individual troubles and societal issues addressed by the main theorists and I will encourage you to analyze their influence on contemporary sociology.

Required readings:

L.A. Coser, Masters of Sociological Thought $ 17.00

In addition to Coser's book, you are required to read three other works of the theorists you will focus on. Furthermore, several articles will be put on reserve in the library as required readings.

Requirements:

The lectures in class, your presentations, the discussions and MASTERS OF SOCIOLOGICAL THOUGHT will form the basis for the seminar. The following overview of the requirements will further specify what is expected from you in this course.

(1) Presentation: Each student will lead the seminar once during the semester. Coser's MASTERS OF SOCIOLOGICAL THOUGHT, one original writing of the theorist or school involved, and a book or articles of a contemporary scholar inspired by

the master or school involved, will form the basis of your 30-45 minutes presentation. The sociological theory involved will be presented and discussed with the other members in the seminar. You are encouraged to come and see me several weeks before the actual presentation to discuss your and my expectations. The presentation and the organization of the discussion will be worth 35% of the final grade.

(2) Summary and analysis: Each student will summarize in writing and critically analyze another original work of the theorist or school being presented by another student. This paper is due a week before the actual presentation and has to be handed out to all participants of the seminar (3-4 typewritten pages). This critical summary should include your opinion of the work being discussed and go beyondsummarizing the ideas of the author (worth 10% of the final grade).

(3) Presentation report: Each student will write a final report based on her presentation incorporating her thoughts and those of others expressed during the discussion and in the summary paper. The importance of the author or sociological school discussed, the influence on sociology today, the future potential of the theories and a final analysis are part of this report, which will be 3-5 typewritten pages (15% of the final grade, due one week after the presentation).

(4) Assignments: Occasionally there will be short assignments either in-class or take-home. For example, I may ask you to assess the strengths and weaknesses of one of the readings or to prepare an answer to a problem that I will pose. These assignments will stimulate your sociological way of thinking and focus the discussion. These assignments will, generally, be no longer than two pages and constitute 20% of the final grade.

(5) Class participation and attendence: As you can conclude from the final grade structure, class participation and attendance are important requirements for this seminar (20% of the final grade). To facilitate your class participation you might want to take reading notes from the readings and prepare questions you may want to ask in class about the theories presented.

Final grade structure:

Presentation	35%
Summary and analysis	10%
Presentation report	15%
Assignments	20%
Class participation and attendance	20%
	100%

Some concluding remarks:

Presentations, presentation reports, and summaries are due on the appropriate dates. In the first weeks and during our meeting before your presentation I will spend some time discussing my expectations and give you any advice you may need. You are required to typewrite the summaries and I prefer the presentation report typed.

The take-home assignments are due at the beginning of the class. I prefer these assignments to be typed. The in-class assignments will be brief reviews on the reading material.

Class participation and discussion: The presentations and dicussions form the main part of the seminar. During my lectures I also encourage you to ask questions and I welcome discussions at any time. The assignments will also serve the function of focusing the discussion. I believe that your involvement in what is going on in class is part of the learning process and will help you to

master the knowledge required for this course.

Course grades and the work involved: Although you can get an A in this course even if you usually do not get such grades, you will probably find the course hard work. I suggest that you establish a regular study routine. Although in other courses you may be able to get through by cramming just before the exams, due to the structure of the course that will not work here. You should plan using class time as the basis for your general undersatnding of the content of the course. You should schedule regular study times several times a week for your reading and assignments.

Office hours: I strongly encourage every student to come and see me more than once during the semester. I tend to believe that a personal conversation not only may solve problems you have with the course but also helps to stimulate a mutual understanding between the student and me. My office hours are held after class on Tuesday or by appointment.

Note: I reserve the right to change the course structure on due notice.

-30-

Assignment #1
Due: October 12, 1982

Dick Batten
Theory Seminar
SO 301B

In the first weeks of the seminar, we have discussed the development of sociological theory. "Figure A" presents a model for analyzing the discovery of theory. On the basis of this model, explain the development of Karl Marx's theory as discussed in Coser's book. In your answer, be sure to

1. include as many stagesof the model as you are able to apply;
2. discuss some of tne limitations of the model;
3. be specific in your answer.

Your paper should be approximately two typewritten pages.

Assignment #2
Due: October 26, 1982

Based on the readings, the class lectures and discussions, and your own thinking, write an essay entitled "The Social Classes in My Home Town" (approximate length of two typewritten pages). If you grew up in a large city, you may select a particular neighborhood and its surrounding communities. Your assignment should include the following parts:

1. Discuss the social class structure of your home town.
2. From your own personal observation and experience, give an example of a member of each class. Include his/her occupation, approximate income level, educational background, and reputation in the community.
3. Briefly discuss both strengths and weaknesses of Marx's class theory for analyzing the social classes in your home town.

Assignment #3
Due: November 9, 1982

In the book entitled Worlds of Pain, the sociologist Lillian Rubin describes the life careers of 50 working-class families she interviewed. In the conclusion of the book she states:

> It may be the singular triumph of this industrial society - perhaps of any social order - that not only do we socialize people to their appropriate roles and stations, but that process by which this occurs is so subtle that it is internalized and passed from parents to children by adults who honestly believe they are acting out of choices they have made in their own lifetime.

This statement concerns the interrelationship between the individual and society, and to what degree people are aware of their social position.

Indicate whether the following theorists would agree or disagree with the quoted statement. Discuss three out of the four theorists and be sure to substantiate your answer (approximately in two typewritten pages).

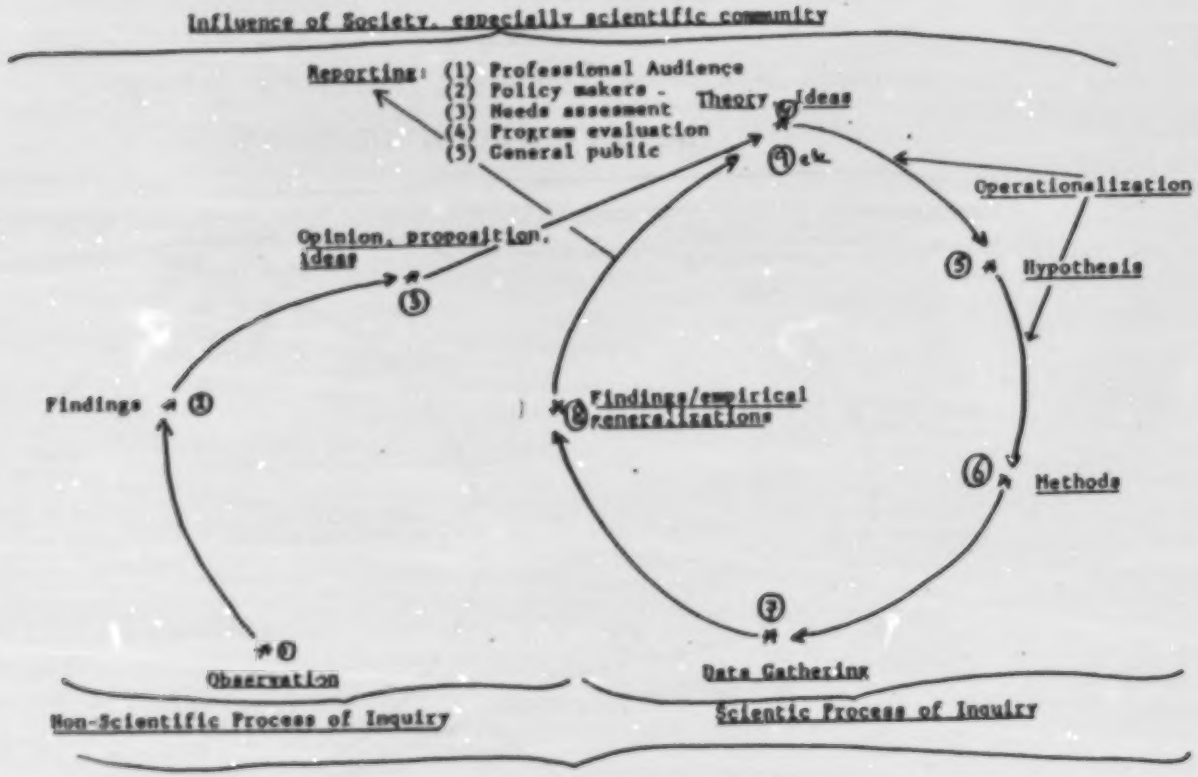
C. Wright Mills; Karl Marx: Herbert Spencer; Emile Durkheim

Assignment #4
Due: November 16, 1982

So far this semester we have discussed the ideas of Marx, Durkheim, Spencer, Simmel, and Weber.

1. What are the basic theoretical assumptions of these five theorists?
2. Spencer said the development of society has taken an evolutionary course. Spencer also could have said the development of sociological theory has been evolutionary as well. Do you see an evolutionary progression in the development of sociological thought from Marx to Weber? Substantiate your answer.
3. In your opinion, which of these five theorists is most useful for explaining American society today? Support your answer.

Figure A



↳ Society = organized response (Chris Phillips) → Search for patterns of organization

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SARAH LAWRENCE COLLEGE
Bronxville, New York

Harold Benenson

Sociology 203

INTRODUCTION TO SOCIOLOGICAL THEORIES

Course Description

A critical survey of the origins of modern theories of society. The course examines major writings of Karl Marx, Max Weber, Emile Durkheim, Karl Mannheim and other theorists. It explores the ways in which these works illuminate historical and contemporary problems of analysis, including the development of capitalism in the West, the sources of political power, social cohesion and group conflict, the changing relation of individual to society, and the social determinants of group consciousness. The course will introduce students to basic concepts which inform classic sociological controversies, including notions of alienation, anomie, rationalization, legitimacy, status, social class, class consciousness, ideology, and utopia, among others.

The course will emphasize the relationship between the emergence of modern social theories, and the historical development of Western European societies in a global context. It will provide some background in modern European history, so that students will be in a position to place theorists and theoretical controversies in proper context. Students will be expected to develop their own critical understanding of the empirical usefulness and limitations of each of the theorists discussed in the course.

Course Requirements

Brief written assignments (10 percent)
Midterm essay (40 percent)
Final essay (50 percent)

Students will be expected to make short class presentations

Required books and pamphlets, available for purchase:

Anthony Giddens, Capitalism and modern social theory, an analysis of the writings of Marx, Durkheim and Max Weber.
Henri Pirenne, Economic and Social History of Medieval Europe.
E.J. Hobsbawm, The Age of Revolution, 1789-1848.
Karl Marx and Frederick Engels, The Communist Manifesto. International publishers edition.
Max Weber, The Protestant Ethic and the Spirit of Capitalism.
L. Easton and K. Guddat, eds., Writings of the Young Marx on Philosophy and Society.
R.N. Bellah, ed., Emile Durkheim on Morality and Society.
Karl Mannheim, Ideology and Utopia.
Henri Pirenne, "Stages in the Social History of Capitalism" Irvington reprint
Norman Birnbaum, "Conflicting Interpretations of the Rise of Capitalism: Marx and Weber." Irvington Reprint

Harold Benenson
Sociology 203

INTRODUCTION TO SOCIOLOGICAL THEORIES: Course Outline

Prologue: Background References

A number of books on the history of social theory provide overviews of the major theorists covered in the course, and clarify alternative interpretations to that of Anthony Giddens' Capitalism and Modern Social Theory. All, with the exception of Parsons' work, are intended for the general reader.

Raymond Aron, Main Currents in Sociological Thought. 2 volumes. Garden City, NY: Doubleday. 1968.

Geoffrey Hawthorn, Enlightenment and Despair. A History of Sociology. Cambridge: Cambridge University Press, 1976.

H. Stuart Hughes, Consciousness and Society. New York: Random House, 1963.

Robert Nisbet, The Sociological Tradition. New York: Basic Books, 1966.

Talcott Parsons, The Structure of Social Action. Glencoe, IL: 1949.

Neil J. Smelser and R. Stephen Warner, Sociological Theory: Historical and Formal. Part One. Morristown, NJ: General Learning Press, 1976.

Irving M. Zeitlin, Ideology and the Development of Sociological Theory. Englewood Cliffs, NJ: Prentice-Hall, 1968.

If you would like a synopsis of the work of a major theorist or intellectual school of thought ("positivism," "liberalism," etc.), the 1937 Encyclopedia of the Social Sciences ed. E. Seligman. New York: Macmillan, is highly recommended. The more recent International Encyclopedia of Social Science, ed. D. Sills. New York: Macmillan, 1968, is also useful.

The following intellectual biographies provide additional background concerning each of the theorists covered in the course:

David McLellan, Karl Marx: His Life and Thought. London: Macmillan, 1973.

Reinhard Bendix, Max Weber: an intellectual portrait. Garden City, NY: Doubleday, 1960.

Steven Lukes, Emile Durkheim: His Life and Work. New York: Harper and Row, 1972.

Gunter W. Remmling, The Sociology of Karl Mannheim. Atlantic Highlands, NJ: Humanities Press, 1975.

I. Introduction: Theory and Society

A. Value Questions and the Emergence of Social Science

Barrington Moore, Jr., "Strategy in Social Science," in Political Power and Social Theory. New York: Harper and Row, 1965. (Reserve)

Max Weber, "Science as a Vocation" in S.N. Eisenstadt, ed., Max Weber on Charisma and Institution-Building. Chicago: University of Chicago Press, 1968. (Reserve)

Karl Marx, "Letter to Ruge" in Writings of the Young Marx on Philosophy and Society, eds. L. Easton and K. Guddat. Garden City, NY: Anchor, 1967. pp. 211-215.

Anthony Giddens, Capitalism and Modern Social Theory. Cambridge: Cambridge University Press, 1971. pp.vii-xvi, 133-141.

Karl Marx, "Theses on Feuerbach--Two, Three, Eight, Eleven" in Writings, pp. 401-402.

suggested reading:

E. J. Hobsbawm, The Age of Revolution. New York: Mentor, 1962. Chapter 13, "Ideology-Secular," pp. 277-282, 285-290.

B. The Problem of the Rise of Capitalism in Western Europe

Giddens, pp. 24-34, 124-132, 243-247.

Karl Marx and Frederick Engels, The Communist Manifesto. New York: International Publishers, 1976. Preface and Part I.

Max Weber, The Protestant Ethic and the Spirit of Capitalism. New York: Scribners, 1958. Introduction, pp. 13-27 top , and Chapter 2, "The Spirit of Capitalism," pp. 47-59 top.

suggested reading:

Max Weber, General Economic History. New York: Collier, 1961. Chapter 30, "The Evolution of the Capitalistic Spirit," pp. 258-270.

Reinhard Bendix, Max Weber: an intellectual portrait. Chapter 3, "Aspects of Economic Rationality in the West," pp. 49-79.

II. Historical Background--the Origins of Modern Society

A. Western European Feudalism

Eileen Power, "Bodo, a Frankish Peasant in the Time of Charlemagne," in Medieval People. New York: Barnes and Noble, 1963. (Reserve)

Henri Pirenne, Economic and Social History of Medieval Europe. New York: Harcourt, Brace and Janovich. 1937. Chapter 3, "The Land and Rural Classes" pp. 57-66.

suggested reading:

Pirenne, Introduction and Chapter 3 (entire)

Marc Bloch, "Feudalism-European," Encyclopedia of the Social Sciences. ed. E. Seligman. New York: Macmillan, 1937.

Eileen Power, Medieval Women. Cambridge: Cambridge University Press, 1975.

B. Forces of Change in Early Modern Europe

1. Towns and the Commercial Bourgeoisie

Henri Pirenne, "Stages in the Social History of Capitalism" Irvington Reprint. (Also reprinted in R. Bendix and S.M. Lipset, eds., Class, Status and Power. New York: Macmillan, 1966. Reserve)

Pirenne, Economic and Social History. pp. 39-56, 160-166, 167-188.

2. Origins of the Modern State

Walter Ferguson, "Rise of Centralized Territorial States and Decline of the Feudal Nobility," in The Renaissance. New York: Holt, Rinehart and Winston, 1940. (Reserve)

suggested reading:

Max Weber, General Economic History. Chapter 29 (Reserve)

Heinz Lubasz, ed., The Development of the Modern State. New York: Macmillan, 1964.

3. International Developments: Mercantilism, Colonial Trade and Slavery

Pirenne, Economic and Social History. pp. 189-219.

suggested reading:

Walter Rodney, "Africa's Contribution to European Capitalist Development--The PreColonial Period," in How Europe Underdeveloped Africa. Washington, DC: Howard University Press, 1972. (Reserve)

Immanuel Wallerstein, "The Rise and Future Demise of the Capitalist World System," in The Capitalist World-Economy. Cambridge: Cambridge University Press, 1979. (Reserve)

4. Conceptions of Capitalism and European Social Development

suggested reading:

Lynn White, Jr., Medieval Technology and Social Change. New York: Oxford University Press, 1962. (Reserve)

M.M. Postan, The Medieval Economy and Society. Baltimore: Pelican, 1972. (Reserve)

Ferdnand Braudel, Capitalism and Material Life. New York, Harper and Row, 1973. (Reserve)

Henri Pirenne, Medieval Cities. Princeton: Princeton University Press, 1952. (Reserve)

Karl Polanyi, The Great Transformation. Boston: Beacon Press, 1957. (Res)

Werner Sombart, "Capitalism," in Encyclopedia of the Social Sciences. ed. E. Seligman. New York: Macmillan, 1937.

Immanuel Wallerstein, The Modern World System. Volumes 1 and 2. New York: Academic Press, 1974 and 1980.

Eric Williams, Capitalism and Slavery. New York: Capricorn, 1966. (Reserve)

Rodney Hilton, "Capitalism--What's in a Name ?" in The Transition from Feudalism to Capitalism. London: New Left Books. 1976. (Reserve)

Karl Marx, "The So-Called Primitive Accumulation," Capital. Volume 1. New York: International Publishers, 1967. Part VIII. (Reserve)

Maurice Dobb, Studies in the Development of Capitalism. New York: International Publishers. 1963. (Reserve)

C. 18th Century Europe: Economy and Society

E.J. Hobsbawm, The Age of Revolution. New York, Mentor. 1963. Chapter 1.

D. Bourgeois and Popular Classes and Democratic Revolution

Hobsbawm, Chapter 3, "The French Revolution" pp. 74-95.
Chapter 8, "Land" p. 186 only ("In France ..")

suggested reading:

Albert Soboul, "The French Revolution and Napoleon, 1789-1815," in Encyclopedia Brittanica. Macropaedia. 1974. 15th edition.

Elizabeth Racz, "The Women's Rights Movement in the French Revolution," Science and Society. Vol. XVI, No. 2.

Juliet Mitchell, "Women and Equality," in Mitchell and Oakley, eds., The Rights and Wrongs of Women. Baltimore: Penguin, 1976.

E. The Industrial Revolution and After

Hobsbawm, Chapter 2, "The Industrial Revolution" pp. 44-55, 67-73.
Chapter 9, "Towards an Industrial World," pp. 202-206.
Chapter 10, "The Carser Open to Talent," pp. 218-226.
Chapter 11, "The Labouring Poor," pp. 238-257.
Chapter 16, "Conclusion" pp. 349-355.

suggested reading:

Hobsbawm, Chapter 12, "Ideology: Religion," pp. 258-263.
Chapter 14, "The Arts"
Chapter 15, "Science"

E.P. Thompson, "Time, Work-Discipline and Industrial Capitalism," in M.W. Flinn and T.C. Smout, eds., Essays in Social History. Oxford: Oxford University Press. 1974. (Reserve). Reprinted from Past and Present. December 1967.

Ann Oakley, "Women and Industrialization," in Woman's Work. New York: Vintage, 1974.

III. Karl Marx: Capitalism and the Logic of History

A. Theory of Historical Development

Karl Marx, "Preface" to A Contribution to the Critique of Political Economy, reprinted in T. B. Bottomore and M. Rubel, eds. Karl Marx Selected Writings in Sociology and Social Philosophy. New York: McGraw-Hill, 1963.

Karl Marx, The German Ideology in Writings of the Young Marx.

Giddens, Chapter 2, "Historical materialism"
Chapter 3, "The relations of production and class structure"

Easton and Guddat, "Introduction" in Writings of the Young Marx. pp. 1-32.

suggested reading:

Giddens, Chapter 4, "The theory of capitalist development"

Karl Korsch, Karl Marx. New York: Russell and Russell, 1963. Part III. History.

B. The Individual in Capitalist Society

Karl Marx, "Alienated Labor," in Writings of the Young Marx. pp. 287-301.

Giddens, Chapter 1, "Marx' early writings," pp. 10-16 only.

suggested reading:

Bertell Ollman, Alienation. Cambridge: Cambridge University Press, 1977.

István Mészáros, Marx' Theory of Alienation. London: Merlin Press, 1970.

C. Method of Analysis

Karl Marx, The Poverty of Philosophy, in Writings of the Young Marx. 1st observation (p. 476), 2nd observation (pp. 480-481), 4th observation (pp. 481-483), 5th observation (p. 485 only), and 7th observation (pp. 490-495)

Giddens, Chapter 13, "Marx' influence"

suggested reading:

Georg Lukacs, "What is orthodox Marxism ?" in History and Class Consciousness. Cambridge, MA: MIT Press, 1972.

IV. Max Weber: Rationalization and Religious Ethics in Comparative Perspective

A. The Protestant Ethic and Western Rationality

Max Weber, The Protestant Ethic and the Spirit of Capitalism. New York: Scribners, 1958. pp. 1-128, 153-183.

Giddens, Chapter 9, "Max Weber: Protestantism and capitalism"
Chapter 12, "Rationlisation, the 'world religions' and western capitalism"

suggested reading:

Robert W. Green, ed., Protestantism, Capitalism and Social Science. Lexington, MA: D.C. Heath, 1973.

R. H. Tawney, Religion and the Rise of Capitalism. New York: New American Library, 1954.

Max Weber, The Sociology of Religion. Boston: Beacon Press, 1963.

B. Weber and Marx on the Development of Capitalism in Western Europe

Norman Birnbaum, "Conflicting Interpretations of the Rise of Capitalism: Marx and Weber" Irvington Reprint. British Journal of Sociology, 1953, pp. 125-141.

Giddens, Chapter 14, "Religion, ideology and society," pp. 205-206.
Chapter 15, "Social differentiation and the division of labour," pp. 232-242.

suggested reading:

Karl Loewith, "Max Weber's Interpretation of the Bourgeois-Capitalistic World in Terms of the Guiding Principle of 'Rationalization'" in Dennis Wrong, ed., Max Weber. Englewood Cliffs, NJ: Prentice-Hall. 1970.

Herbert Marcuse, "Industrialization and Capitalism in the Work of Max Weber," in Negations. Boston: Beacon Press, 1968.

C. Status Groups and Classes: Weber's Analysis of Stratification

Max Weber, "Class, Status, Party" (Basic Concepts of Stratification), in S.N. Eisenstadt, ed., Max Weber on Charisma and Institution-Building. (Reserve) (Also available in H. Gerth and C.W. Mills, eds., From Max Weber, and R. Bendix and S.M. Lipset, eds., Class, Status and Power.)

Giddens, Chapter 11, "Fundamental concepts--the influence of market relationships: classes and status groups," pp. 163-168.

suggested reading:

R. Bendix, Max Weber. "Status groups and classeses, " pp. 85-87.

D. Legitimacy and Domination: Weber's Political Sociology

Max Weber, "The Three Pure Types of Legitimate Authority," in Economy and Society. ed. G. Roth and C. Wittich. New York: Bedminster Press, 1968. pp. 215-216.

Giddens, "Fundamental concepts--legitimacy, domination and authority," pp. 154-163.
"The problem of bureaucracy," pp. 232-238.

V. Emile Durkheim: The Sources of Cohesion in Modern Society

A. The Individual and Society

Emile Durkheim, "The Dualism of Human Nature and Its Social Conditions," in Robert N. Bellah, ed., Emile Durkheim on Morality and Society. Chicago: University of Chicago Press, 1973. pp. 149-163.

Giddens, "Rationalism, ethics and the 'cult of the individual,'" pp. 115-118.
"The problem of suicide," pp. 82-85

suggested reading:

E. Durkheim, "Individualism and the Intellectuals," in Emile Durkheim on Morality.

Emile Durkheim, Suicide. Glencoe, IL: The Free Press. 1951.

Giddens, "Alienation, anomie and the 'state of nature,'" pp. 224-228.

John Horton, "The Dehumanization of Anomie and Alienation," British Journal of Sociology. 15 (1964), pp. 283-300.

Steven Lukes, "Alienation and Anomie," in P. Laslett and W.G. Runciman, eds., Philosophy, Politics and Society. Oxford: Oxford University Press, 1967.

Robert Bellah, "Introduction" in Emile Durkheim on Morality. pp. ix-lv.

B. The Division of Labor and Social Solidarity

Emile Durkheim, "Progressive Preponderance of Organic Solidarity" pp. 63-85.
"Organic Solidarity and Contractual Solidarity" pp. 86-113.
"Division of Labor in Society: Consequences" pp. 114-133.
"Division of Labor in Society: Conclusion" pp. 134-146.
in Emile Durkheim on Morality and Society.

Giddens, Chapter 5, "Durkheim's early works" pp. 65-81.
Chapter 7, "Individualism, socialism and the 'occupational groups,'" pp. 95-104.
Chapter 14, "Religion, ideology and society," pp. 216-223 only.
Chapter 15, "Social differentiation and the division of labour," pp. 228-232, 239-242.

C. "Social Facts"--Durkheim's Method

Giddens, Chapter 6, "Durkheim's conception of sociological method," pp. 82-94.

suggested reading:

Emile Durkheim, The Rules of Sociological Method. Glencoe, IL: The Free Press, 1966.

VI. Karl Mannheim: The Social Determination of Consciousness and the Problem of Relativism

Karl Mannheim, Ideology and Utopia. New York: Harcourt, Brace. 1936.
Chapter 2, "Ideology and Utopia," pp. 55-83.
Chapter 3, "Prospects of a Scientific Politics," pp. 109-164.
Chapter 4, "Utopian Mentality," pp. 192-263.

suggested reading:

Theodor Adorno, "The Sociology of Knowledge and its Consequences," in Prisms. London: Spearman, 1967.

James Curtis and John Petras, eds., The Sociology of Knowledge. New York: Praeger, 1970. Parts I and V.

Peter Hamilton, Knowledge and Social Structure. London: RKP, 1974.

Georg Lukacs, "Class Consciousness" in History and Class Consciousness. Cambridge, MA: MIT Press, 1972.

Kurt Wolff, ed., From Karl Mannheim. New York: Oxford University Press, 1971.

SOCIOLOGY 50 SOCIAL THEORY

Fall 1981

Instructor: Craig Calhoun
221 Hamilton Hall
962-2327
Univ. of N. Carolina
Chapel Hill, N.C. 27514

Assistant: Rick Stinson
265 Hamilton Hall
962-5040

Calhoun Office Hours: 11 a.m., 3-4 p.m.MW
other times by appointment

Stinson Office Hours: TTH 9-10:30

Lectures: Tuesdays and Thursdays, 11—11:50 a.m.

Review Sessions before each test, Wednesdays 4:00 p.m. and Thursdays at 1:00 p.m. Room to be announced.

WHAT IS SOCIAL THEORY? Social theory is the body of organized, and in principle, verifiable, ideas which scholars have developed about the workings of society. It includes definitions of just what society is, delimitations of what sorts of issues and observations are important, establishment of methods for validating information, and arguments as to the nature and change of social relationships and patterns of social organization. Social theory generally does not include ad hoc or "everyday" notions of how society works, since these are not submitted to rigorous logical or empirical validation. Although social thought is universal, social theory has been, until recently, almost entirely confined to countries and people influenced by the distinctive Western orientation to philosophic and scientific reasoning.

HOW ARE WE GOING TO STUDY SOCIAL THEORY? This course will attempt to present an overview of social theory in the historical context of its development. Instead of looking at the sayings of famous dead men in the abstract, we will attempt to see what issues in their lives prompted them to develop their theories. We will look at only a few of the most important social theories in detail. In addition to introducing the content of the theories we study, this course has two other objectives. One is to help you learn to think theoretically. This means trying to understand what assumptions you make and what their implications may be, using empirical evidence and logic systematically in order to answer questions of interest, and knowing what makes a question important and how best to ask it. Theoretical thinking is not about some different world from the everyday, practical one in which we live. Rather, it approaches that world in a deeper and more systematic way, giving us a better, and often wider, understanding of how it works, including its effects on us. The other subsidiary objective of this course is to help you improve your ability to read and think critically, and to consider and express abstract ideas.

WHAT DO YOU HAVE TO DO IN THIS COURSE? You should expect to attend all class meetings, and to do the required reading carefully. You may find it necessary to use supplementary sources if you do not—for whatever reason—grasp something from text or lectures. Try to be sure that you understand the material covered as we go along. Ask questions, either at the end of lectures or in review sessions. WARNING: Do not wait until the night before an exam and try to cram; it will be very difficult to do well by that strategy in this class. Of course that is better than not studying at all, a tactic a few students have employed in the past to their regret. The ideas we will study are complicated. I will try to present them as clearly as possible in lectures, but: you cannot rely on your class notes later unless you have understood what you were writing down in the first place. A bunch of disconnected facts will not help you. It is more important to understand a few things well, than to get a wide smattering of facts and names with which you cannot do any thinking. Try to think of ways in which the theories we study relate to present day issues—public or personal.

Soci 84: Social Theory
Fall 1991

WHAT SORT OF TEACHER IS DR. CALHOUN? Well, he thinks that he is very demanding but quite fair. He thinks he is a good lecturer, but knows that he gets more frustrated than he should when his students aren't as interested in the subject as he is. But if you don't trust his opinion here are some from past course evaluations "Although the instructor is considerate, he talks too rapidly in class and covers too much." "The instructor grades hard on your written essays and he likes for you to be very specific in what you say. He does make a short answer part of the test to help people who cannot write his essays well." "I feel that the course could prove to be more interesting if more time was spent on each topic. The course is rushed and doesn't give you enough time to enjoy it. Calhoun is a very good instructor." "Excellent course—especially stimulating. The instructor provides a challenging environment that is conducive to learning. I was disappointed that so little time was spent on Freud...The course requires work and time but is well worth it." "In my opinion Calhoun tries to cover too much in too short of time. He talks too fast and usually after the class is over, I cannot even read my notes." "Too damn smart to put material simply enough to understand! Start with basic understanding then explain why. Deep and difficult course." "Calhoun you need to slow down... We are students who are suppose (sic) to be taking notes and comprehending at least 1/3 of what we write, but how can this happen if you refuse to take into account that notes are hand written. We are so busy taking notes that we don't have time to think about how much sense we are writing for later study." "Excellent course and I would give the instructor the highest marks for his interest and preparation." And, Calhoun's favorite. "This instructor is a hunk. He is the best looking instructor on campus. The material he presents is difficult to understand but the instructor makes it at least tolerable."

WHAT ABOUT THE READINGS? It is important that you be able to read work at a fairly high level of both language and complexity of content. We will read some passages together in class, "unpacking" the ideas which are often densely crammed into them. If you have trouble, see the teaching assistant. Remember, it is better to understand one paragraph thoroughly, than to read a whole book and not grasp its fundamental argument. Go over the readings until you are sure you understand them. You are responsible for assigned material whether or not it is discussed in class—though I will try to cover all the important ideas. BRING CURRENT READINGS TO CLASS AND REVIEW SESSIONS.

Required Books: These are all available in paperback.

Aron: Main Currents in Sociological Thought.

Freud: Civilization and Its Discontents.

Thompson and Tunstall, eds.: Sociological Perspectives.

Schellenberg: Masters of Social Psychology.

Recommended: Durkheim: The Rules of Sociological Method

References to a book by Calhoun are to a typescript on reserve in the undergraduate library.

IS CALHOUN A HARD GRADER? Yes, he is when the final product comes in, but he will give you every chance he can before that to learn the material. A week before each test, a study sheet will be passed out including a list of important topics and a list of essay questions from which the exam will be chosen. On the Wednesday and Thursday before each test, Rick will hold review sessions to go over any and all material you may want. There will be five tests, each composed of one essay question worth fifty points and short answer questions worth a total of 50 points. The grading scale will be 81-100 = A; 61-80 = B; 41-60 = C; 21-40 = D; 0-20 = F. Attendance will be taken at review sessions, and will be used together with other indicators of effort, to determine borderline grades. Grades will not be curved. If you do well, there will be no Ds and Fs; if you do poorly there will be lots of them. Do not get discouraged if everything seems unfamiliar and

difficult at the beginning; this course is on a style of thought which is probably new to most of you. In the past, students have made tremendous improvements; some with Ds on the first test have ended up with Bs in the course.

SOCIOLOGY 84 ————PLAN

August 22 25: No Class - Instructor at convention

27: " " "

September 1: The Beginnings of Western Social Thought, I: Greece, Rome and the Birth of Christianity.
READING: Calhoun, chap. one.

3: The Beginnings of Western Social Thought, II: The Middle Ages, The Protestant Reformation and The Development of Commerce and The State.
READING: Calhoun, chap. two. .

8: Social Contract Theory: Hobbes and Locke.
READING: Calhoun, chap. three.

10: The Enlightenment, I: General background and Montesquieu
READING: Calhoun, chap. four, pt. 1; Aron, I, pp. 13-72.

15: The Enlightenment, II: Rousseau and Moral Philosophy.
READING: Calhoun, chap. four.

17: TEST #1

22: Tocqueville, Liberalism and The Age of Revolutions and Constitutions.
READING: Aron, I, pp. 237-302; Calhoun, chap. five.

24: Marx: Background, from Philosophy to Political Economy.
READING: Aron, I, pp. 145-236 (focus, 145-208).

29: Marx: Alienation
READING: Thompson and Tunstall, chap. 4b, d; 32.

October 1: Marx: The Sociology of Capitalism
READING: T & T 4c; Supplementary, Marx, Capital, chaps. 1 & 10.

6: Marx: Politics and the Transformation of Society
READING: T & T 4a, 16 (focus 237-244).

8: TEST #2

13: Evolutionism and Positivism
READING: Aron, I, pp. 73-144; T & T 2,3; suppl. Aron I, 303-347.

15: Durkheim: Holism and The Autonomy of Social Facts.
READING: Durkheim, The Rules ..., Introduction, chaps. 1,2,5;
Aron, II, pp. 67-79.

20: FALL RECESS

22: Durkheim: Social Solidarity and Social Change
READING: Aron, II, pp. 11-24; T & T 7a.

27: Durkheim: Anomie and Moral Authority
READING: Aron, II, pp. 26-66, 81-113; T & T 7b, 33.

29: TEST #3

November 3: Weber: The Problem of Understanding
READING: Aron, II, pp. 219-247; T & T 5a.

5: Weber: The Sociology of Religion
READING: Aron, II, pp. 249-280; T & T 29, esp. a.

10: Weber: Orientations to Social Action
READING: T & T,9.

12: Weber: Bureaucracy and Political Sociology
READING: Aron, II, pp. 281-303; T & T 5b, 17.

17: TEST #4

19: Freud: The Social Personality Taming The Unconscious Life.
READING: Schellenberg, ch. 2; Freud: Civilization and Its Discontents.

24: Mead and Lewin: Symbolic Interaction and Cognitive Social Psycology.
READING: Schellenberg, chaps. 3 & 4

26: THANKSGIVING

December 1: Functionalism and Its Critics
Rossides, The History and Nature of Sociological Theory, chap. 22 (on reserve).

3: Wrap up: Some current issues in sociological theory.

FINAL EXAM: TEST #5.

STATE UNIVERSITY OF NEW YORK
Plattsburgh, New York

SOC 340
History of Sociology

James G. Ennis - Fall 1982
FOB 239

This course consists of a detailed exposition of four of the central figures of sociological theory before the first world war (Marx, Weber, Durkheim, Simmel). Each presents an analysis of the world we know as "modern capitalism" and how it emerged from earlier social forms. We will emphasize the rootedness of classical sociology in the particular circumstances of the industrial and democratic revolutions. In addition, we will analyze the legacy of these writers for current sociology, and for understanding the contemporary world.

The requirements for the course are:

1) regular class attendance and participation, having read and thought about each week's reading before class

2) 10 weekly one page "memos" on the designated readings. You are free to select any 10 weeks you like, but the memos will not be accepted late or handwritten.

3) a five-page paper tracing the impact of one of the theorists on one or two subsequent social thinkers

4) a midterm and final exam

Final grades will be based on the following formula:

Class participation	10%
Memos	30%
Final Exam	30%
Paper	15%
Midterm	15%

REQUIRED TEXTS

L. A. Coser, Masters of Sociological Thought

E. J. Hobsbawm, The Age of Revolution

L. S. Feuer, (ed.) Marx and Engels: Basic Writings on Politics and Philosophy

Max Weber, The Protestant Ethic and the Spirit of Capitalism

S. N. Eisenstadt, (ed.) Max Weber on Charisma and Institution Building

R. N. Bellah, (ed.) Emile Durkheim on Morality and Society

D. N. Levine (ed.) Georg Simmel on Individuality and Social Forms

RECOMMENDED BACKGROUND AND COMPLEMENT

R. Aron, Main Currents in Sociological Thought, v.I and II

A. Giddens, Capitalism and Modern Social Theory

T. Parsons, The Structure of Social Action

READINGS

Week 1 Introduction
9/2 Coser "Introduction"

Week 2 Historical Context
9/7-9/9 E. Hobsbaum, Age of Revolution, selections
pp. 1-127, 134-136
pp. 137-162; 202-257, 333-343
Coser, "Auguste Comte"

Week 3 Marx's Early Work
9/14-9/16 Coser, "Karl Marx" pp. 43-87
Marx
"Excerpt from Toward the Critique of Wegel's Philosophy of Right" pp. 262-266 (1849)
"Theses on Feverbach" p. 243-245 (1845)
"Excerpts from the German Ideology" pp. 246-261 (1846)
"Excerpt from a Contribution to the Critique of Political Economy" p. 42-47

Recommended

I. Berlin, Karl Marx
biographies of Marx by S. K. Padover, D. C. McClellan
R. Heilbroner Marxism: For and Against

Week 4 Agitation and Analysis
9/21-9/23 Karl Marx "The manifests of the communist party" p. 1-41
Excerpts from Capital p. 133-168

R. L. Heilbroner "Does capitalism have a future" (reserve)

Recommended

Engels, "History of the Communist League" p. 459-469
D. Bell "The once and future Marx" American Journal of Sociology, 1977, 83: 187-197

Engels, "History of the Communist League", (F: 454-470, especially 466-470)
c.w. Mills, The Marxists

Week 5 Historical Writings
9/28-9/30 "Class struggles in France" pp. 280-284; 307-309; 315-317 (1850)
"Eighteenth Brumaire" p. 318-349 (1852)
"The Civil War in France" selections (1871)
"Critique of the Gotha program" p. 112-133 (1875)

Recommended

E. Hobsbaum, Age of Revolution
Age of Industry

Week 6 10/5-10/7 — Letters on Selected Topics
letters on "Anarchism and conspiratorial ethics", "Auguste Comte", "Social classes in America", "Why there is no large socialist party in America"; essays on "Social conditions in Russia", "The British rule in India", "On Authority", "Capital punishment", "The labor movement in the United States" (F: section XIX)

Recommended

M. Bookshin, The Ecology of Freedom

10/7 — MIDTERM EXAM

Week 7 — Religion and the Rise of Capitalism
Coser, "Max Weber"
Weber, #12, "Modern Capitalism", p. 140-168
The Protestant Ethic and the Spirit of Capitalism

Recommended

R. Bendix Max Weber: An Intellectual Portrait

Week 8 — The Sociology of religion and rationalization

10/19-10/21
Weber, #20 "The different roads to salvation"
#21 "Asceticism, mysticism, and salvation religion"
#22 "Castes, estates and religion"
#8 "Formal and substantive rationalization in law- Sacred laws"
#9 "Natural laws"
#10 "Modern laws"

Ann Swider "The meaning of rationalization in the work of Max Weber"

Week 9 10/26-10/28 — Charisma, Authority, Bureaucracy
Weber
#3 "The sociology of charismatic authority"
#6 "The nature of charismatic authority and its routinization"
#19 "The prophet"

#2 "The concept of legitimate order"
#5 "The pure types of legitimate authority"
#7 "Bureaucracy"
#8 "The meaning of discipline"

Week 10 11/2-11/4 — Stratification and Method

Weber #13 "Weber's basic concepts of stratification"
#14 "Caste stratification. The case of India"
#15 "Social stratification and class structure in modern society"
#1 "General definitions of social action and social responsibility"
#23 "Science as a vocation"

Week 11 11/9-11/11 — The Division of Labor

Coser, "Emile-Durkheim", "Herbert Spencer"
Durkheim, section III "The evolution of morality, pp. 63-149

Recommended

S. Lukes, Emile Durkheim

Week 12 11/16-11/18 — The Social and the individual

Durkheim
"The dualism of human nature and its social conditions" p. 149-166
Section V, "Social creativity" pp. 167-224

Week 13 11/23 — Sociology and Social Action
Durkheim, section 2, pp. 25-63

11/25 — Thanksgiving holiday

Week 14 11/30-12/2 — Formal Sociology

Coser, "Georg Simmel"

"How is society possible?"	p. 6-23
"The problem of sociology"	p. 23-36
"Categories of Human exp.	p. 36-41

Section II - Select 2
Section III - read "The stranger" and 2 others

Recommended

D. Levine et. al., "Simmel's influence on American sociology", AJS, 1976

Week 15 12/7-12/9 — Structure and Individuality
#15 "Freedom and the individual"
#16 "Subjective culture"
#18 "Group expansion and the development of individuality"
#19 "Fashion"
#20 "The metropolis and mental life"
#22 "Social forms and inner needs"
#24 "The conflict in modern culture"

SOC 340
History of Sociology

James G. Ennis
September 1982

MEMO MEMO MEMO

The series of ten one-page memos will be a central part of the course. Since these memos require a specialized form of thinking and writing. I wanted to provide you with some hints and an example.

The point of the memos is to boil the argument in a piece of the reading down to its essentials, and then to evaluate, apply, or expand it. The "boiling down" requires that you close the book, take a deep breath, and in a few concise sentences, state what the main concerns of the piece were, what claims it advances, and how these were supported. Having thus gotten a handle on what is most important in the pieces, take the next step and either 1) evaluate the strength, coherence, plausibility or validity of the piece, or 2) apply the argument to something outside itself, i.e., use it to explain something subsequent, or 3) expand on the argument by adding some factor, perspective or insight which you feel would strengthen or deepen it. Thus, the assignment has two parts: A summary, in which you state what the piece was about; and a reaction, which is your use of the analytical tools in the piece.

This may sound like a lot for one page, and it is. However, if you ruthlessly edit out unnecessary words and get directly to the point, you'll find it possible to do a good job in the space provided. What's more, you'll find that you understand the essential issues more clearly than if you had gone on for several pages. You will therefore have to edit your draft after you've gotten it down on paper. If you can't reduce its length by at least one third while increasing its clarity, then your first drafts are better than mine.

For example, here is one possible summary of the first four chapters of Hobsbawm.

The French political revolution and the British industrial revolution begin modern world history. The world before was overwhelmingly rural, local and backward, with social life largely governed by tradition. The industrial revolution, from 1780 onward (11:45) changed all of this by raising production at an unprecedented rate, by creating a working class, and by seizing overseas markets. The industrial revolution emerged first in England due to a relatively independent bourgeoisie, a favorable position in the world market, and an available capital and workers.

The French revolution spread republican values by force of arms across Europe. Though Napoleon was eventually pushed back by conservative regimes which despised all the revolution stood for, the revolution abolished the aristocracy and feudalism, and established the idea of universal rights as a key political force.

Evaluation: Hobsbawm is strongest in explaining the impact of industrialization in England, but does not tell us who these entrepreneurs were, what their values and thoughts were, etc. we need to understand more of how they saw the world in order to understand how they changed it.

Application: Like Britain, the U.S. has used military force to guarantee access to world markets, e.g. Monroe Doctrine, or justification of intervention in the Middle East or South Africa because of their mineral wealth, or

Expansion: I wonder whether the pattern of "industrial revolution" is the same in subsequent countries, such as the U.S.S.R. or Japan. Is there one path to industrialism, or several, and if so, what are some other bases of capital accumulation?

As an alternative to footnoting - When referring to a specific point in the reading and especially when quoting, be sure to embed a page reference in parentheses (e.g. Hobsbawm (p. 12) argues..., or Cotton production rose 150% (H:52). Failure to acknowledge sources is a serious breach, can constitute plagiarism, and will not be tolerated.

As you can see, you will not have room for extended quotation. If you can't put the point in your own words, you haven't grasped it. And if you can't use the point, it is, as they say, academic. You will probably find the first of these memos difficult and aggravating. Please keep patience. My students in the past are invariably rough at the beginning, improve greatly over the course of the semester, and report that they eventually enjoy and value the skill developed. As a final point, perusing Strunk and White's Elements of Style will vastly repay the hour invested.

SO 340
History of Sociology

Fall 1982
James G. Ennis

PAPER DESCRIPTION

The goal of this paper is to trace an idea from Classical to contemporary use. Select a theme or central concept from one of the theorists (the summaries in Coser may be helpful here). Next, select some contemporary (post 1930) work which uses, criticizes or modifies the theme or concept. (For example Daniel Bell's End of Ideology revises Marx's notions of ideology and alienation). The attached list of suggestions is partial and ideosyncratic. You are encouraged to find your own book or major article from bibliographies and references in the texts or other readings. In writing the paper

1. describe the concept or theme, and explain its significance for the classical theorist
2. describe the overall argument of the modern work
3. Show how the concept fits in the argument
4. How has it been extended, criticized, or modified?
5. Is the modern use faithful to the original? Is it superior to the original? Why?

Marx

Daniel Bell, The End of Ideology
John Berger, Ways of Seeing, Chapter 1
T. B. Bottomore, Classes in Modern Society
S. Bowles and H. Gintis, Schooling in Capitalist America
M. Djilas, The New Class
M. Harrington, Socialism
S. Lukes, Power
B. Moore, Social Origins of Dictatorship and Democracy
M. Mann, Consciousness and Action Among the Western Working Class
R. Blackburn, Ideology in Social Science (Chapters)
K. Meuller, The Politics of Communication
F. F. Piven and R. Cloward, Regulating the Poor
T. Skocpol, States and Social Revolutions
W. Sornbart, Why is There No Socialism in America?
E. P. Thompson, The Making of the English Working Class
E. Zarefsky, Capitalism, the Family and Personal Life
R. Heilbroner, Marxism: For and Against
M. Bookchin, The Ecology of Freedom (also Weber)
E. O. Wright, Class Structure and Income Determination

Weber

Robert Bellah, Tokugawa Religion
Reinhard Bendix, Work and Authority in Industry
E. Digby Baltzell, The Protestant Establishment
A. Giddens, The Class Structure of the Advanced Societies
R. M. Kanter, Men and Women of the Corporation
R. Merton, Science, Technology and Society in Seventeenth Century England

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C. W. Mills, White Collar The Power Elite
R. Sennet, The Hidden Injuries of Class
M. Walzer, The Revolution of the Saints
S. Gizenstadt, The Protestant Ethic and Modernization
R. Tawney, Religion and the Rise of Capitalism
A. Swidler, _____
C. Lasch, Haven in a Heartless World

Durkheim

M. Eliade, The Sacred and the Profane
R. Nisbett, The Quest for Community, The Twilight of Authority
D. Sudnow, Passing On: The Social Organization of Dying
M. Mauss, The Gift
T. Parsons, Societies, and the System of Modern Societies

Simmel

L. Coser, The Functions of Social Conflict
R. Sennett, The Uses of Disorder
A. Schutz, "The Stranger"
D. Crane, Invisible Colleges

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STUDY QUESTIONS

1. Coser uses the notion marginality to explain how and why Comte and Marx wrote as they did. Compare and contrast the "marginality" of each, and discuss its impact on their style of work, and the content of their theories.
2. Marx claims that one social relation provides the key to understanding an entire social order. What is this "key relation" and how does it influence other kinds of relations in society? Give examples from feudalism and capitalism.
3. Marx claims that "forms of consciousness" "correspond" to the economic structure of a society. What "forms of consciousness" does he explain in this way? Why dos he select the economic as the key variable? Evaluate the validity of this claim.
4. Why is it critical for Marx's theory that social structure evolve toward two classes? How would his predictions be dfferent if several classes persisted? Would the predictions be the same if one of the two classes were peasantry, rather than the proletariat?
5. Hobsbawm claims that the democratic (French) and industrial revolutions are the most significant events in the last 1,000 years, and that these were necessary for the development of capitalism. Why were they necessary? What goals did each accomplish that had to be accomplished in order for capitalism to emerge. In short, what are the prerequisites for capitalism, and how did the dual revolutions meet these prerequisites?
6. What is alienation? What causes it, and how will it be remedied in an ideal communist society, according to Marx? If it has not been eliminated in existing communist societies, why not? Could it be decisively eliminated under capitalism? How specifically?
7. Why did the revolutions of 1848 fail, according to Marx? In what ways did they succeed?
8. The "double revolution" had the ironic result of making most people more free, yet materially and socially worse off. Explain this paradox. In your opinion, were these changes for the good, despite their costs?

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FINAL EXAM STUDY QUESTIONS

1. Compare and contrast Durkheim's notion of anomie and Marx's notion of alienation. Do they have the same underlying causes? What parts of society are most affected by each? What remedies do Marx and Durkheim propose? How effective do you think these remedies might be?
2. Marx and Weber disagree on the importance of ideas and ideologies in shaping history. What is the basis of their disagreement? What position does each take and why? Give specific examples from the work of both to demonstrate their divergence.
3. Marginality has been a key factor in the lives of several of the founders of sociology. Apply Simmel's analysis in "The Stranger" to the theorists we have discussed. Is some degree of marginality essential to the development of a sociological perspective?
4. While sharing some common features with Spencer, Durkheim intends a large part of his early writings as an attack on Spencer's model of society. Discuss what these two writers have in common, and how and why Durkheim wants to follow a different theoretical path. Cite specific examples from Durkheim's writings.
5. The growth of individuality in modern society is a central theme to the 4 major writers we have discussed. How does each conceive of this growth? Does it lead each to optimistic or pessimistic conclusions regarding the future human condition?
6. A central issue for any social theory is change. How do historical and social change occur, for Marx, Weber and Durkheim. Discuss the "model" each develops of historical development. Do they posit a necessary outcome of historical succession, or is the future in an important sense "open"?
7. Several of the writers we have discussed are concerned with specialization and the division of labor. Is this process good, bad, or mixed in the view of these writers, and in your own view? Justify your opinion with specific arguments and examples.
8. Is equality possible and/or desirable in society? Contrast the views of Marx, Durkheim and Simmel. With which theorist are you most in agreement?

JAMES COOK UNIVERSITY OF NORTH
QUEENSLAND
BEHAVIOURAL SCIENCES 239

SOCIAL THOUGHT
First Semester 1983

Professor Wolfgang Grichting
Ms. L. Scherl

I. SUBJECT DESCRIPTION AND OBJECTIVES

The subject is designed to introduce the students to the mainstreams of social thought from the beginning of Western civilisation to the present. In particular, emphasis will be placed on -

- basic assumptions and elementary ideas of different thinkers;
- social structures as they influence and are influenced by social thought; and
- relevance of historical social thought for present day issues and concerns.

As a result of the practical sessions (see below) it is expected that the class will progressively be able to understand and discuss contemporary social problems and issues in the light of social thought both past and present. Students are expected to present their insights to the class in a creative and stimulating fashion.

More specifically, as a result of the successful completion of this subject, students ought to be able -

- to identify central themes of social thought together with their main representatives and schools;
- to discuss how these themes have affected and continue to affect contemporary societal structures; and
- to distinguish between opinions and facts in presenting their own thoughts about social issues.

II. SUBJECT OUTLINE AND READING ASSIGNMENTS

1. REQUIRED TEXTS A. Etzioni: Social Problems, Prentice, 1978.

N.S. Timasheff & G.A. Theodorson (Eds): Sociological Theory: Its Nature & Growth, Random House, 1976. (hereafter known as text).

2. Recommended Texts:

D. Martindale: The Nature and Types of Sociological Theory, Riverside Press, 1960 and later editions.

T. Parsons et al (Eds): Theories of Society, Free Press.

K. Thompson and J. Tunstall (eds): Sociological Perspectives, Penguin, 1973.

J. H. Turner and L. Beegley: The Emergence of Sociological Theory. The Dorsey Press, 1981.

As per outline for each lecture.

PART ONE

THE FOUNDATION TRADITIONS OF SOCIAL THOUGHT IN THE WESTERN WORLD

To set the proper frame of reference for the course you should read the entire book by Etzioni (Social Problems). *ed readings are required.

LECTURE 1 : Social Diagnosis and Therapy according to Plato (428-348)

I. Plato's analysis of social disunity.
II. Lacunae and assumptions in Plato's diagnosis.
III. Planned social change in Plato's theory.
IV. Law and universalism.

Readings: *A sample to your liking from the Dialogues of Plato (184 PLA) and a good exposure to one of the many commentaries about Plato, such as -

Koyre, A. Discovering Plato (184 PLA 3 KOY)
Thorson, T.K. Plato: Totalitarian or Democrat? (184 PLA 3 THO)
Boyd, W. Plato's Republic for Today (184 PLA 4 REP BOY)
Crossman, R. Plato Today (184 PLA 3 CRO)
*Chamberlain, E. 'Value Dilemmas in Old and New Methods of Social Work', Austr. Social Work, Vol 28, No. 1, 5-13 (360.994 P1).

LECTURE 2: Roman Law as Expression of Social Policy

I. The Sociology of law.
II. The Roman law of persons.
III. The influence of Roman law on English law.

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Readings:
Diamond, A.S.: Primitive Law - past and present. Ch. 10. (340.52 DIA).
Derrett, J. D. M. (Ed.): An Introduction to Legal Systems, pp. 1-26 (240.2 DER)
Aubert, V. (Ed): Sociology of Law, pp. 116-125 (340.115 AUB)
*Segers, M.C.: 'Abortion and the Supreme Court: Some are more equal than others." Callahan, S.: 'The Court and a Conflict of Principles.' The Hastings Center Report, Vol. 7, No. 4, pp. 54 8 (174.2P2).

LECTURE 3: Social Thought in Judaism
I The basic ideas of Biblical religion.
II Jewish Hellenistic philosophy.
III The religious ideas of Talmudic Judaism.

Readings:
*An introduction to and the actual text of the biblical book Genesis, Ch. 1-11.
*May, W. F.: 'Code, covenant, contract or philanthrophy' Hastings Center Report, 5, Dec. 1975, 29-38. (174.2 P2).

LECTURE 4 St. Augustine the Statesman (354-430)

I In search of truth.
II In search of justice.
III Applied social concerns.

Readings:
*An introduction to the City of God, plus at least one book from the City of God (239.3 AUG).
Sackville, R.: Law and Poverty in Australia. Canberra: Aust. Govt. Publ. Service, 1975, pp. 1-6.
*Arras, J. D.: Health Care Vouchers and the Rhetoric of Equity. Hastings Center Report, 11, Aug 1981, 29-38. (174.2 P2)

LECTURE 5: Political theory according to St. Thomas Aquinas (1224-1274)

I A man ahead of his time.
II In medio stat virtus.
III Biblical theory.

Readings:
*Any introduction to Thomas Aquinas as you see fit.
*Thomas Aquinas, Summa Theologiae, prima secundae, questions 96-97, (230 THO T2, Vol 28).
Graham, L. K.: 'Political Ideology and Genetic Theory', Hasting Center Report, 1977, Vol. 7, No. 5, 30-38. (174.2 P2).

LECTURE 6: Rene Descartes (1596-1650) and the Age of Reason

I Cogito, ergo sum.
II The relation between mind and body
III Man's awareness and freedom.
IV Provisional ethics and moral sciences.

Readings:

*At least one essay out of Doney, W. Descartes. (194 3 DON)
Descartes, R.: The Search after Truth. (194 DES 2 B PHI)
*'The Quinlan Decision: Five Commentaries'. Hastings Center Report, 1976, Vol. 6, No. 1, 8-19. (174.2 P2).

POSITIVISTIC ORGANICISM

Lecture 7 Auguste Comte (1798-1857) and the Enlightenment

I. Reactions to the Enlightenment.
II. The law of the three stages.
III. Consensus and authority.

Readings:

*Text, 15-30.
*Perspectives, 18-32.
Schrager, L. S. & Short, J. F.: 'Toward a sociology of organisational crime'. Social Problems, 1978, (Vol. 25, 407-417. (301.P13).
See also: Thompson, K.: Auguste Comte: The Foundations of Sociology. (301.092 COMB/THO C. A.)
*Bulmer, H.: 'The British Tradition of Social Administration', Hastings Center Report, 11, April 1981, 35-41. (174.2 P2).

LECTURE 8: Herbert Spencer (1820-1903) and societal evolutionism.

I. Philosophy, Physics and Sociology.
II. Utilitarian ethics.

Readings:

*Text, 31-44.
Perspectives, 33-43.
Salleh, K.: 'Of Portnoy's Complaint and Feminist Problematics: A reconciliation with Critical Theory', Australian and New Zealand Inl. of Soc., Vol. 17, No. 1, pp. 4-13. (301.P12).

LECTURE 9: Emile Durkheim (1858-1917) and the problem of social order.

I. The structure of law and society.
II. The study of social facts.
III. Suicide.
IV. Religion and social organization.

Readings:

*Text, 105-118.
Perspectives, 94-116; 5120517; 439-445.
*McIntosh, Wm. A. and Alston, J.P.: 'Lenski Revisited: The Linkage Role of Religion in Primary and Secondary Groups'. American Jnl. of Soc., Vol. 87, No. 4, pp. 852-882. (301.P8).

LECTURE 10: Vilfredo Pareto (1848-1923): the failure of economics.

I. Structure and dynamics of social systems.
II. The circulation of the elites.

Readings:

*Text, 130-141.
Perspectives, 276-287.
*Burstein, P.: 'Political Elites and Labor Markets', Social Forces, 1977, Vol. 56, 1, 189-199.

CONFLICT THEORY

LECTURE 11: Romanticism and the Idealistic Tradition.

I. Characteristics of romantic thought.
II. The philosophical background of idealism (Hume, Kant).
III. Idealism.
IV. Hegel.

Readings:

*Text, 57-59.
*Society, 85-97; 656-659.
Greisman, H. C.: 'Disenchantment of the world: romanticism, aesthetics and sociological theory'. British Journal of Sociology, 1976, Vol. 27, No. 4, 495-505.

LECTURE 12: Karl Marx (1818-1883) - philosopher and sociologist.

I. Historical determinism.
II. Marx as a utilitarian.
III. Vulgar Marxism.

Readings:

*Text, 59-64.
*Portes, A.: 'Hazards of Historical Analogy'. Social Problems, Vol. 28, 1980, pp. 517-531. (301. P13).
*Hollander, P.: 'Research on Marxist Societies: The relationship between Theory and Practice", American Rev. Sociology, Vol. 8, 1982, pp. 310-351. (301.P19).
Perspectives, 44-62; 237-249; 439-445.
Jacobs, D.: 'Inequality and the Legal Order: an ecological test of the conflict model', Social Problems, 1978, Vol. 25, 515-523. (301. P. 13).
See also - Smart, B.: Sociology, Phenomenology and Marxian Analysis. (301 SMA C.A.).

LECTURE 13: Social Darwinism as a conflict ideology.

I. Social Darwinism vs. evolution (Bagehot & Ratzenhofer).
II. The need for scientific sociology (Ratzenhofer & Gumplowicz).
III. Principla determinants of social change (Loria, Coste, Kidd).

Readings:

*Text, 45-55.
*Perspectives, 316-329.
Bonoma, T. V. & Milburn, T.W.: 'Social Conflict: another look', Journal of Social Issues, 1977, Vol. 33, 1, 1-8. (301.1 P. 3).

LECTURE 14: William G. Sumner (1840-1910) and laissez faire.

I. Normative structure (folkways and mores).
II. Stratification (the masses and the classes).
III. Sumner as social critic.
IV. Sumner as sociologists (institutions and instituionalisation).

Readings:

*Text, 65-70.
*Society, 1037-1046.
Useem, M.: 'The inner group of the American Capitalist Class'. Social Problems, 1978, Vol. 25, No. 3, 225-238. (301 P. 13).

LECTURE 15: Dialectical and radical sociology.

I. Social determinism and freedom of will (Gurvitch).
II. The functions of social conflict (Dahrendorf).
III. Overcoming 'false consciousness' (Frankfurter School).

Readings:

*Text, 271-290.
Perspectives, 542-554.
Donaldson, M.: 'Marx, women and bourgeois right: Feminism and class reconsidered'. Aust. & NZ Jnl. of Sociology, 1978, Vol. 14, 2, 131-138. (301
*Twining, J.E.: 'Alienation as a Social Process'. Sociological Quarterly, Vol. 21, 1980, pp. 417-428. (301.PII).

PART FOUR

FORMAL SCHOOL OF SOCIAL THOUGHT

LECTURE 16: Georg Simmel (1858-1918) - the pessimistic optimist.

I. Forms of sociation.
II. Social types.
III. Simmel's view of modern society.

Readings: *Text, 119-129.
*Perspectives, 80-93.
Berreman, G. D.: 'Scale and Social Relations'. Current Anthropology, Vol. 19, No. 2, 1978, 225-243. (301.2PS).

LECTURE 17: Human Ecology

I. Man and his environment.
II. The urban dweller.
III. Ecology and culture reconciled.

Readings: *Text, 218-226.
Perspectives, 331-347.
*Nelkin, D.: 'Ecologists and the Public Interest'. Hastings Center Report, 1976, Vol. 6, No. 1, 38-46. (174.2P2).

LECTURE 18: Ethnomethodology and the construction of social reality.

I. The phenomenological background.
II. The claim to common sense.
III. The communication of meanings.

Readings: *Text, 291-305.
Perspectives, 555-561; 488-500.

PART FIVE

SOCIAL BEHAVIORISM

LECTURE 19: The quantification of social reality.

I. Neopositivism (Landberg, Dodd).
II. Mathematical sociology (Zipf, Rashevsky).
III. From social evolution to social change (Ogburn).
IV. The study of institutions (Chapin).

Readings: *Text, 195-217.
Society, 1270-1273.
Nagin, D.: 'Crime rates, sanction levels, and constraints on prison population'. Law & Society Review, 1978, No. 3, 341-364. (340.115 PI).

LECTURE 20: Symbolic interactionism.

I. Charles H. Cooley (1864-1929): primary groups.
II. William I. Thomas (1863-1947): the reality of the situational definition.
III. George H. Mead (1863-1931): growing up in society.

Readings: *Text, 162-178; 234-245.
Perspectives, 144-187.
*Franks, R. H. & Kaul, J.O.: 'The Hawthorne Experiments'. American Soc. Review. 1978, Vol. 43, 623-643. (301 P7).

LECTURE 21: Max Weber (1864-1920) and his philosophy of "Verstehen."

I. The types of social action.
II. Legitimacy (validity of social order).
III. Bureaucracy and charisma.
IV. Ideas and social structure.

Readings: *Text, 142-161.
Perspectives, 63-79; 128-143; 250-264; 408-417; 501-511.
Fulbrook, M.: 'Max Weber's Interpretive Sociology'. British Jnl. of Sociology, 1978, Vol. 29, 1, 71-81.
*Collins. R.: 'Weber's Last Theory of Capitalism: A Systematisation'. American Soc. Review. Vol. 45, 1980, No. 6, pp. 925-942. (301.P7).

LECTURE 22: Karl Mannheim (1893-1947) and the sociology of knowledge.

I. Precursors of the sociology of knowledge (Hegel, Dilthey, Marx.).
II. Ideology and Utopia (Karl Mannheim).
III. Epigones or 'we all stand on giant's shoulders' (Merton).

Readings: *Theory, 413-437.
*Society, 1070-1076.
Proshansky, H. M.: 'The City and Self-Identity'. Environment and Behavior, 1978, Vol. 10, 2, 147-169. (301.31 PT).
See also - Strasser, H.: The Normative Structure of Sociology. (301.01 STRA C.A.)

PART SIX

SOCIOLOGICAL FUNCTIONALISM

Lecture 23: The functional approach to the study of society.

I. The system's approach (Znaniecki).
II. Integration and survival (functionalism in anthropology).
III. Middle range theory (Merton).

Readings: *Text, 246-251; 262-270.
Perspectives, 209-219.
Farrell, R. A. & Swigert, V.L. 'Prior offense record as a self-fulfilling prophecy'. Law & Society Review, 1978, Vol. 12, No. 3, 437-451. (340.115 P1).

LECTURE 24: Talcott Parsons (1902-1979) - genius or mumbo jumbo?

I. Parsons and the background of 'grand theory."
II. The pattern variables.
III. The classification of functional problems.

Readings: *Text, 251-262.
Perspectives, 265-276.
*Warner, S.: 'Review Essay: Parsons' Last Testament'. American Journal of Sociology, Vol. 87, No. 3, pp. 715-721. (301.P8).
Munch, R.: 'Talcott Parsons and the Theory of Action I: The Structure of the Kantian Core'. American Jnl. of Sociology, Vol. 86, No. 4, pp. 709-739. (301.P8).
Munch, R.: 'Talcott Parsons and the Theory of Action II: The Continuity of the Development.' American Journal of Sociology, Vol. 87, No. 4, pp. 771-826. (301.P8).

LECTURE 25: Group Dynamics and Exchange Theories.

I. Tit for tat.
II. 'Bringing men back in.'
III. Saving the institutional component.

Readings: *Text, 340-350.
*Perspectives, 220-233.
Pope, R.C.: 'Consumer Satisfaction in a Health Maintenance Organization'. Journal of Health & Social Behavior, 1978, Vol. 19, 291-303.

PART SEVEN

REVIEW AND INTEGRATION

LECTURE 26: Toward Integrating Sociological Thought

I. Social Causation (Robert M. MacIver).
II. Values in society, culture, and personality (Pitirim A. Sorokin).
III. Qualitativism and quantitativism (Nicholas S. Timasheff).

Readings: *Text, 319-339.
Perspectives, 482-487.
*Tittle, Ch. 4. et al: 'The myth of social class and criminality'. American Soc. Review, 1978, Vol. 43, 643-656.

III. COURSE REQUIREMENTS

There are two major requirements for this subject:

- A final examination on the lectures and required reading; and
- a group presentation of a contemporary issue in light of sociological theory; OR
- 10 entries into a log book.

You must decide by 15 March which of the two alternatives you choose. Both alternatives are detailed below and will be discussed in the first practical (9/3/83; 11-1).

Group Presentation (Option A)

Students will work in groups of 3-4 members to delineate a topic and prepare materials for a 2-hour class presentation. A chairperson will be selected in each group who will be responsible for coordinating the activities of his/her group and relating these to the instructor in the form of a written statement indicating the distribution of tasks assigned and carried out by members of the group.

The materials required for the group product which typically will be a training package (e.g. simulation game, primer, stage play, etc.) will include -

- selected topic with title of presentation and rationale for selection;
- vignette (150-200 words) usable for advertising final product;
- statement of objectives;
- pre-test questions and answers.
- training package (see below).
- post-test questions and answers.
- annotated material as required for training package;
- additional material as required for training package, e.g. handouts, audiotapes, videotapes, etc.

In addition to the role of group member, students will assist other groups in two ways -

. as consultants in preparing the training package;

. as evaluators of the package prior to class presentation.

The tutor will serve as a consultant for the first group, whose members will then serve as consultants for the next group and so on. Constitution of groups and allocation of consulting and evaluating responsibilities will take place in the first practical session.

The following steps are recommended as sequential components of week two of the process leading to the final group product:

. Group meets, selects chairperson, and meets with consultants.

. Topic area is selected, and lists of subtopics and work assignments is prepared.

. Chairperson hands in written statement of assignments to instructor (no later than 29/3/83).

. State objectives for presentation in specific terms. This is a crucial step. (See Robert F. Mager: Preparing Instructional Objectives, Palo Alto, Calif.: Fearon Press, Inc. 1962/75 for information on stating behavioral objectives. This book is in the JCU and IAE libraries (371.3028 MAG and 370.11 MAG, respectively).

. Construction of package - case example, concrete representation of topic.

. Write questions based upon topic area, subtopics and related issues; these are to be used as potential pretest and post-test items.

. Research answers to the questions.

. Select questions for pre-test and post-test. Pre-test questions should introduce your topic and address central issues, stimulating the interest of your audience. These questions should also test the audience's knowledge of your chosen topic. The pre-test is given before the presentation and the post-test after the presentation. The test should consist of about 10 questions each and should take no more than 7-8 minutes to answer.

. Field test your training package (pre-test, presentation and post-test) on your evaluators. This group should be different from the group of consultants.

- Revise the training package on the basis of the results of the test group.

- Present training package to class along with annotated bibliography.

- Make final revisions of the package on the basis of your class presentation and turn your group effort in no more than two weeks after administration of package to class.

Some suggested area for a training package might be: social work as an exercise in exchange theory; the function of knowledge in social interaction; charisma and bureaucracy in the helping profession; defining the situation and aboriginal culture; social work and conflict theory; social deviance in gemeinschaft and gesellschaft; circulation of the elite in city hall; the survival of the fittest and modern society; utilitarianism and the helping hand; adapting to the system and remaining yourself; organizational constraint and freedom of choice; religion, altruism and self-preservation, etc. etc.

All group members will receive the same grade for their group's effort, unless a group indicates that a particular member has made an outstanding contribution to the group effort or that a particular member has not participated satisfactorily in the preparation of the presentation.

A group presentation from last year will be screened in the first practical (9/3/83; 11-1, in the BH Research Building). As well as a copy of the final write up of that group presentation has been placed on closed reserve in the library.

Log Book (Option B)

Students who prefer to work on their own may choose this option. An entry in the log book consists of three parts -

- an actual clipping or statement summarising a news event of interest to you;

- A commentary about this news event as it might have been written by one or more of the social thinkers covered in the course, e.g.

  Circulation of the Elite in the City Hall
  The Iron Law of the Oligarchy Strikes Again
  Why Mechanical Solidarity Fails

- your own observations about the adequacy of the alleged commentary.

These log books will be collected regularly for course assessment purposes and consequently should be kept up to date with the course itself. It is expected that you type your entries.

In the practice sessions we shall extensively draw on these log books to further clarify the lectures and to show the relevance of social thought to present-day issues and concerns. Each student will be asked to lead at least one such discussion round by presenting his/her own entry of the week to the class as well as by calling on other members of the class.

BH239

ON DESCARTES

'COGITO ERGO SUM' - A LIFE AND DEATH ISSUE

In May 1976 a Boston jury found Siegfried Golston guilty of the murder of Robert Salem in a decision which has set a far-reaching precedent. Salem was bashed across the head with a baseball bat, and after surgeons at Boston City Hospital had operated, he showed no brain wave activity. Salem's heartbeat and breathing had been sustained by life-support machines for seven days following the attack, and when they were withdrawn, all life signs ended.

Golston's defense attorney argued that had Salem been kept on the life-support system that his client would not have had to face the charge of murder.

However, the jury explicity stated that it had defined legal death as the cessation of brain activity, a major departure from the traditional definition of death as the absence of breathing and heartbeat. They therefore decided that Salem was in fact dead by the second day after the attack.

The most celebrated case concerning life-maintaining systems, that of Karen Anne Quinlan is not analogous, as she was able to breathe spontaneously after removal of a mechanical respirator, and her brain still shows slight electrical activity.

(condensed from 'Time Magazine'.
7th June, 1976)

* * * * * * * * * * *

DESCARTES' COMMENTARY

I stand in awe of your modern day technology. The fact that medical science has found ways of sustaining life by mechanical means is to be commended, as this is an example of man's progress, and of how the world has been improved through his efforts and ingenuity.

One could criticise your legal system for being ponderous and slow to evolve, but I would say no: the search for truth is often difficult, and examinations of such complex matters as these should not be undertaken lightly, but should receive careful and complete consideration of all the details.

In my time there was no occasion to doubt the existence of death. It was clearly recognisable as the absence of breathing and heartbeat. But the advances since then have been great, and it is now surprising that such once-thought clear issues are not being questioned, and my faith in the ability of man to deal with them in a rational and methodic way is not lessened.

I can find no conflict between my doctrine of cogito ergo sum and these present cases. I would say that the ability to now measure brain activity clearly enhances my point of the sharp distinction between mind and body. For the soul may exist without the body, but the body cannot exist without the soul.

In the case of Robert Salem, his soul - his essence - departed from his body, and he ceased to exist. Karen Quinlan, however, can be seen to retain both corporeal and spiritual substances of primary qualities, and is not dead. Nothing without which a thing can still exist is comprised in its essence. For Karen Quinlan this essence is her brain wave activity.

OBSERVATION

Descartes' doctrine of a dualism of mind and body is a persuasive one, and the Salem case has shown that its principles are high applicable today.

The case of Karen Quinlan is a far more complex one. The blunt term 'living vegetable' implies some kind of quality of life for meaningful human existence, which Descartes himself does not contradict. He states with certainty that his thinking is the proof of his existence.

Yet we have no way of knowing if Karen Quinlan's slight brain activity incorporates any form of perception, reason or emotion: if hers is a body essentially without a mind.

The question that medical science may some day discover a method which will overcome her brain damage, and perhaps fully restore her, is immaterial. Such bizarre practices as paying huge sums of money to have one's frozen dead body stored in the hope of future restoration would need to be examined if such restoration ever did eventuate.

Neither does the fact that she receives intravenous sustenance affect the issue, as many sick and elderly people are cared for in this way, and no one would expect them to fend for themselves.

If one is looking for some kind of proof or otherwise of the Descartes theory, one could say that the Salem case does not disprove it, and that the Quinlan case also does not disprove it.

The interesting fact here is that, after some three hundred years, Descartes has had his doctine upheld in a modern court of law.

REFERENCES:

Doney, W. (ed.), Descartes: a Collection of Critical Essays, Macmillan, London, 1968.

'The Quinlan Decision: Five Commentaries', Hastings Centre Report, 1976. Vol. 6, No. 1, 8-19.

Lecture by Professor Grichting - 2.4.82.

Encyclopedia of Social Sciences.

REGIS COLLEGE
Weston, Massachusetts

Department of Sociology

SO 301
Social Theory Seminar

Fall 1983
Louise Levesque-Lopman

Office Hours: (College Hall L-7)
Monday 1:00 - 2:00 p.m.
Tuesday 1:00 - 2:00 p.m.
Wednesday 10:30 - 11:30 a.m.
And By Appointment

COURSE OUTLINE

Required Reading

Shlomo Avineri, The Social and Political Thought of Karl Marx, New York: Cambridge University Press, 1968
Anthony Giddens, Capitalism and Modern Social Theory, New York: Cambridge University Press, 1971
Herbert G. Gutman, Work, Culture and Society in Industrializing America, New York: Vintage, 1976
E.J. Hobsbawm, The Age of Revolution 1798-1848, New York: New American Library, 1962
Marcello Truzzi, ed., Sociology: the Classic Statements, New York: Random House, 1971
C. Wright Mills, "The Promise," from The Sociological Imagination, pp. 3-24
Anne Oakley, "Women's Roles in Pre-Industrial Society," pp. 10-31; "Women and Industrialization," pp. 32-59; from Woman's Work: The Housewife Past and Present
Sheila Rowbotham, "Work, the Family and the Development of Early Capitalism," pp. 1-7; "The Agricultural and Industrial Revolution," pp. 23-30; from Hidden from History
E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," pp. 56-97
Georg Simmel, Collection of photocopied essays

Recommended and Secondary Resources

Coser, Masters of Sociological Thought
Collins and Makowsky, Discovery of Society, 2nd ed.
Aron, Main Currents in Sociological Thought, Vol I (On Marx)
Aron, Main Currents in Sociological Thought, Vol. II (On Weber and Durkheim)
de Toqueville, The Old Regime and the French Revolution, Foreword, Part I, pp. 1-21; Part III Ch. 8, pp. 203-211

SO 301
Social Theory Seminar

Fall 1983
Louise Levesque-Lopman

Course Description, Requirements and Objectives

This course is required for first-semester juniors majoring in Sociology or Social Work. The prerequisites are SO 201 Introduction to Sociology and SO 204 Sociological Perspectives. In this seminr we will consider selected traditions of social theory and empirical study. We will examine and discuss carefully an overview of traditional social theory. Also, there will be an emphasis on linking history and the discipline of sociology with some analysis of major approaches to social theory and their implications for contemporary American society. Special attention will be given to the situation of women within an historical and sociological context.

In general, the format of the seminar will include discussion of readings and presentations. At the beginning of each seminar meeting you will be asked to comment briefly on a question, quote or statement related to some aspect of the week's reading.

There will be four papers throughout the semester and a final paper on suggested topics (dates to be announced). Also, each of you will "lead" seminar once, and present a short paper/summary on the content of the material covered. Guidelines for leading the seminar will be discussed during the first few weeks, and each of you will have the opportunity to meet individually with me prior to your presentation.

Finally, attendance at and participation in each meeting, as well as completing the assigned reading and written assignments on schedule, are requirements and the responsibility of each of you. Your final grade will be based on your oral participation and contributions to the seminar, your leading of seminar, and the written assignments.

Assignments (by the week)

1. Introduction - Review of Sociological Perspectives
   Mills, "The Promise," pp. 3-24
   Giddens, Preface and Introduction, pp. vii-xvi

2. Aftermath of Two Revolutions The French Revolution and the Industrial Revolution
   a. Avineri, Chapter 7 "The French Revolution and the Terror," pp. 185-201
      Hobsbawm, Chapters 1 and 3

PAPER

   b. Hobsbawm, Chapters 2, 9 and 11
      Gutman, "Work, Culture and Society in Industrializing America", pp. 3-78
   c. Oakley, Chapters 2 and 3
      Rowbotham, Chapters 1 and 5
      E.P. Thompson, "Time Work-Discipline and Industrial Capitalism," pp. 56-97

PAPER

3. Classical Social Theory: The Beginning of a Discipline
Truzzi: August Comte, "On the Positivistic Approach to Society," pp. 39-54
Herbert Spencer, "On Society as a System," pp. 71-80

4. Modern Social Theory - Marx, Weber, and Durkheim
a. Karl Marx
Truzzi: Marx and Engels, "On Class Conflict," pp. 202-222
Avineri: Preface and Introduction, pp. vii-viii; 1-72
Chapters 1 "Hegel's Political Philosophy Reconsidered," pp. 22-40
"The Proletariat: The Universal Class," pp. 41-64
Giddens, "Marx's Early Writings," pp. 1-17
"The Relation of Production and Class Structure," pp. 35-45
"The Theory of Capitalist Development," pp. 46-64

b. Max Weber
Truzzi: Chapter 2 "On Science As a Vocation," p. 16-26
Chapter 16 "The Three Types of Legitimate Rule," pp. 169-179
Chapter 18 "On Class, Status, and Party," pp. 195-201
Giddens: "Max Weber: Protestantism and Capitalism," pp. 119-132
"Weber's Methodological Essays," pp. 133-144
"Fundamental Concepts of Sociology," pp. 145-168
Gutman, "Protestantism and the American Movement," pp 79-117

c. Emile Durkheim
Truzzi: Chapter 5 "On Social Facts," pp. 55-64
Chapter 13 "On the Division of Labor," pp. 133-144
Giddens, "Durkheim's Early Works," pp. 65-81

PAPER

5. Contemporary Social Theory - Simmel, Sumner, Tonnies Veblen, Mead, Thomas, Cooley, and Becker
a. Georg Simmel, "The Isolated Individual and the Dyad," pp. 118-144
"Secrecy," pp. 330-344
"The Stranger," pp. 402-408
"The Metropolis and Mental Life," pp. 409-424

b. Truzzi: William Graham Sumner, "On Folkways and Mores," pp. 81-89
"On In-Groups and Out-Groups," pp. 285-289
Ferdinand Tonnies, "On Gemeinschaft and Gesellschaft," pp. 145-154
Thorstein Veblen, "On Conspicuous Consumption," pp. 235-248

c. Truzzi: George Herbert Mead, "On Mind As a Product of Social Interaction," pp. 265-273
W.I. Thomas, "On the Defining of the Situation," pp. 274-278
Charles Horton Cooley, "On Primary Groups," pp. 278-284
Howard Becker, "On the Sacred and the Secular," pp. 155-168

PAPER

SO 301
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Fall 1983
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Guidelines for Leading Seminar/Presentation

The oral presentation/lecture should be an analytical exposition of the main questions, issues, problems and "answers" of the particular reading(s). Do not mistake such a presentation with a description of the contents. Your presentation should try to answer the following questions:

1. What is the theorist's originating question? What does he/she want to know?

2. What is the theorist's intellectual rationale for the question? Put differently, what is its theoretical relevance: To what issues, problems or propositions will an "answer" be relevant? (Of what practical relevance?)

3. How does the theorist specify the question: What does he/she claim has to be known to answer it, conceptually and empirically? In short, what is the reading's central analytical problem?

4. What is the major theory? What is the central argument? What connections are said to exist between what historical phenomena, and why?

5. What sources of evidence and methods of analysis does the theorist use?

6. What are the theorist's findings and/or conclusions concerning the originating question and the central analytic problem?

If you present this adequately and still have time, you should offer a critique of the theorist's work, concerning any or all of the preceding points. Obviously the preceding questions are not entirely separable, but striving for such systematic rigor will be valuable for all seminar participants. And, of course, each of us will be studying the assigned works with these questions as a guide.

Not every theorist will offer explicit "answers" to the questions noted here. This makes the task even more critical. Also, even if an explicit statement is made, you may choose to "correct" the interpretation and argue what the theorist "really means." (But be sure that, to the extent that the work you read contains it, you infom us what the theorist really says on a question, issue, etc. before you tell us what he/she "really means.")

SO 301
Social Theory Seminar

Fall 1983
Louise Levesque-Lopman

PAPER ASSIGNMENTS

Paper I

Select one of the following topics and write a five-page (double-spaced typed) paper:

1. Explain, using your own words and drawing on Hobsbawm and deToqueville, one of the central paradoxes of the French Revolution - that is, how a revolution made in the name of individual freedom and rights created the world's most powerful and centralized government which took on aspects of the old regime.
2. According to C. Wright Mills, "people are seldom aware of the connection between patterns of their own lives and the courses of world history; they lack a 'sociological imagination'." Discuss this form of "consciousness" relating it to how it might explain some aspect(s) of the situation of women in today's industrialized society.

Paper II

Utilizing the readings of Hobsbawm, Gutman, Oakley, and Thompson, as well as seminar discussions and presentations, discuss one of the following in 5-7 typed, double-spaced pages. Think about how you can assimilate the material that you've read, and be clear about which aspect or aspects of the question you wish to emphasize. Present the main ideas; develop, compare or contrast them; and make concluding remarks.

1. The period of industrialization in America (which Gutman places in three periods) is characterized by a constant tension between new imperatives of work discipline different from that which had existed in a traditional society. Discuss.
2. One necessary component and consequence of industrialization in America was a redefinition of the concept of work. Describe this new definition, contrasting it with that of a traditional (pre-industrial, possibly agrarian) society - in relation to family, workplace, sex roles, division of labor, and social class.

Paper III

Marx, Weber, and Durkheim had a different perspective and approach to the study of industrializing society. Compare any two perspectives indicating evidence of their influence on (or in) contemporary American society. The length of the paper should be 5 double-spaced typed pages.

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Paper IV

This paper assignment will require an analysis of the influence(s) of a modern social theorist (Marx, Weber Durkheim) on a contemporary social theorist. There may be instances where they can be compared and contrasted. Also, some emphasis of the writing should be on the contemporary theorists's ideas, perspectives and theories. 4-5 double-space typed pages.

Final Paper

The final paper will require a comparison of three major social theorists as they relate to a topic of your choice.

1. Choose a topic, issue, problem, social change, etc. that you wish to analyze.
2. Think about how you can compare the different theoretical approaches, being clear on the aspect that you wish to compare.
3. Specify what you have chosen and why you have chosen the topic.
4. finally, compare the three theories in regard to those aspects.

The paper should be 10-12 double-space typed pages.

David E. Lopez
University of California, Los Angeles

Fall 1983

Sociology 112 Development of Sociological Theory: 1844-1920

Lectures: MW 12:00 - 1:30
Kinsey 141
Sections: W 4, F 12
Teaching Asst:
Kay Mohlman
Office hrs: TBA

Instructor:
David Lopez
1237 Murphy Hall
[illegible]-1025
Office hrs:
M 3:30-4:30
W 2-3

Introduction

This course examines the contribbtions of the four major figures in the development of sociology: Karl Marx, Emile Durkheim, Georg Simmel and Max Weber. All of the required reading comes from their original works and our approach will be empirical textual analysis, guided by the concerns these authors shared: the division of labor and authority in industrial society, the bases of social conflict and cohesion, the rise of capitalism and social alienation. Attendance at lectures and sessions is essential; you must do the relevant reading before it is covered in class. Participation in class discussion and sections is strongly urged. An allied writing course, English 100W is offered and is highly recommended.

Reading

All of the required reading is drawn from the five books listed below, which are recommended for purchase and are also available on two-hour reserve in Powell Library.

Marx, Karl, The Marx-Engels Reader. Edited by Robert Tucker. New York: Norton, 1978 (2nd edition).

Durkheim, Emile, The Division of Labor in Society. New York: Free Press, 1933.

Simmel, Georg, Conflict and the Web of Group Affiliations. New York: Free Press, 1965.

Weber, Max, The Protestant Ethic and the Spirit of Capitalism. New York: Scribners, 1958.

Weber, Max, From Max Weber: Essays in Sociology. Edited by H. Gerth and C. W. Mills. New York: Oxford, 1958.

David E. Lopez
Sociology 112

Fall 1983

Course Calendar

Week	Topic	Reading
Oct. 3-5	Marx on Alienation	Marx Reader pp. 469-500; 12-15; 70-105;
Oct. 10-12	"	" pp. 143-145; 147-200; 203-217
Oct. 17-19	Marx on Capitalism	Marx Reader pp. 302-343; 344-361; 361-417; 417-438; 542-548; 594-617
Oct. 24-26	Durkheim's Theory of Solidarity	Division of Labor; Preface to 1st edition; Introduction; Book I, chs. 1-3, 5, and pp. 226-229
Oct. 31 - Nov. 2	Durkheim on Modern Society	Division of Labor, Book II, chs. 1,2,5: Book III chs. 1,2, and pp. 396-410; Preface to 2nd edition.
Nov. 7-9	Simmel's Theory of Modernity	"The Web of Group Affiliations," in Conflict and the Web...
Nov. 14-16	Simmel on Interaction and Conflict	"Conflict" in Conflict and the Web...
Nov. 21-23	Weber on Capitalism	The Protestant Ethic and the Spirit of Capitalism. Read Author's introduction and text skip the footnotes.
Nov. 28-30	Weber's Political Sociology	From Max Weber, pp. 180-194; 242-252
Dec. 5-7	Weber's Sociology of Religion	From Max Weber, pp. 267-358

Reading, Assignments and Grading

This course is designed to fit the dual requirements of a basic history of sociological theory course for sociology majors and also a general education course in the works of several of the most important social theorists of the second half of the 19th century. Accordingly only original works are read and the emphasis is on understanding these texts and being able to talk and write about them clearly. You should take notes as you read, either page by page or section by section, as you prefer. Try summarizing the major points of each chapter in a paragraph or two. We cannot overemphasize the importance of this sort of "active" reading; without it you may well become lost in a morass of irrelevancies. The instructor and TA will endeavor to help you in this active approach to the reading. Enrolling in the allied 100W will be even more helpful in teaching you to link reading and writing about what you have read.

There will be a final examination during the scheduled exam-week time slot (9-11 on Tuesday, December 13), that will count for one-half the course grade. The other half of your grade will be based on the take-home essay (about 10 pages and based only on assigned reading) assigned the third week of class and due on the 23rd of November. You will be expected to consult with the instructor and/or the TA on this project. In addition there will be an obligatory, but ungraded, brief writing assignment assigned the second week of class and due in the third week. This is intended as practice for the larger graded writing assignment. Both these writing assignments, as well as the nature of the final exam, will be discussed in detail during lectures and sections.

Scciology 112
Fall, 1983
D. Lopez and
K. Mohlman

TAKE-HOME ASSIGNMENT

Assigned: 26 October

Due: 23 November (28th OK)

Answer only one of the questions. Write about 10 pages typed, double-spaced (handwritten papers will not be accepted). This paper constitutes half your course grade; be sure to write and re-write carefully. We suggest that you think about the assignment as you do the reading, and then actually write the first draft during the second week of November. Then put it aside for a few days, and write the final version the week of November 14th, well before you actually turn it in. Please feel free to consult with us at any time during this process.

1. Compare and contrast Marx's "alienation" and Durkheim's "anomie." Both these concepts appear to relate the individual to society on a level beyond mere material well-being. Are the two terms simply two labels for the same thing? Do they refer to similar conditions, but from radically different perspectives? Or are they unrelated concepts? Does Simmel present any analogous concept? Discuss.

2. For Marx, class conflict is inevitable in capitalist industrial society, while for Durkheim it is only an "abnormal form" of the social division of labor. Explain how they get to these contrasting conclusions. Be sure to be clear on the use of the term "division of labor" in the two social theories. Briefly contrast Simmel's approach to class conflict to the approaches of Marx and Durkheim.

3. "...the creation of groups and associations in which any number of people can come together on the basis of their interest in a common purpose, conpensates for that isolation of the personality which develops out of breaking away from the narrow confines of earlier circumstances." (Simmel, Web, p. 163). Compare ahd contrast this analysis of order in modern industrial societies with how Durkheim treats the same issue. Indicate how Marx might criticize both approaches.

Development of Sociological Theory, Soc 112
Professor David Lopez
TA Kay Mohlman

READING GUIDE - DURKHEIM, Week of Oct. 31st

Page #	
Book 2	
Chapter 1	
237	Why does Durkheim argue that people's search for happiness cannot be the force which drives the increasing division of labor?
239	How does Durkheim relate his conception of happiness to that of morality and aesthetics?
243	What does happiness represent for Durkheim? How does he distinguish between happiness and pleasure?
246-249	What is Durkheim attempting to measure using the number of suicides which occur in a given society?
250	What is the reasoning process Durkheim goes through to conclude, "There is, then, no relation between the variations of happiness and the advances of the division of labor"?
255	If people's search for happiness does not develop the division of labor, is it their fear of boredom which does so?
Chapter 2	
*****	(For a definition of "segmental societies" see pg. 175).
257	What does Durkheim mean by "moral density"? What process does it correspond to? How does he measure moral density?
261	Why must social density occur with social volume in order to yield a greater division of labor?
267-269	What is the relationship between specialization and competition, in Durkheim's view?
277	Does the division of labor give rise to moral solidarity, or vice versa?
279	What is Durkheim's critique of the utilitarians on the relation between the individual and society?

David Lopez
Reading Guide, Durkheim, Oct. 31

Chapter 5	
333	How does Durkheim characterize the structure of advanced societies?
334	What evidence does he use to make the previous characterization?
336	What is the relationship between the division of labor and the development of civilization?
345	In what way are people made more free under an increased division of labor?
346	What does Durkheim mean by the term "psychic life"?
349	Where does individual human nature originate?
Book 3 Chapter 1	
354	What are some of the examples of "partial breaks in organic solidarity" which Durkheim discusses?
365	Does the disappearance of mechanical solidarity cause disequilibrium in organic solidarity, according to Durkheim?
367	Where does disequilibrium orginate in society?
370	How does Marx describe social disruptions resulting from the growth of large scale industry compared with Durkheim's descriptions?
372	How does Durkheim view the importance of work in promoting social solidarity?
Chapter 2	
374-376	What does Durkheim mean by a "forced division of labor"?
376	How does Durkheim characterize a "spontaneous division of labor"?
382	Compare Durkheim's "social value" of exchanged objects with Marx's concept of "exchange value."
386-387	Where does liberty come from in Durkheim's analysis?

David Lopez
Reading guide, Durkheim, Oct. 31

Pgs. 396-410

398 Here note Durkheim's definition of the term "moral."

401 Why is the division of labor ultimately the condition of moral order?

403-404 What is the place of the individual under an increased divisior of labor?

406-409 How does Durkheim describe the worth of the division of labor? Why hasn't social morality been fully realized in advanced industrial society, according to Durkheim?

Preface to 2nd Edition

4 Why does Durkheim assert that many people function outside the "moral sphere" in modern society?

14 How have occupations been able to exert a moral influence at different periods in history?

24 How must corporations change to adapt to conditions of industrial society?

28 Why can't the state assume the functions which Durkheim advocates should be carried out by corporations?

****

Study Questions

One might say that Durkheim looks at what holds society together, while Marx analyzes how (capitalist) societies break apart. What concepts does each theorist use to describe these processes? Do they use terms in common?

Are there elements of Marx's use of the term "species being" which are the same as Durkheim's "morality"? How are these terms different?

Does Durkheim talk about exploitation in any way? Does Marx talk about solidarity?

What is your own view of what an advanced division of labor does to a society - does it create more exploitation? More solidarity? Both? Neither?

****

David Lopez
Reading guide, Durkheim, Oct. 31

Reminders for future papers:

These terms are not capitalized!

alienation
division of labor
capitalism
exploitation
socialism
communism

Also, the correct spelling of the verb to lose used with the third person is loses, not looses. Eg., the worker loses control over the means of production.

Development of Sociological Theory, Soc. 112
Professor Lopez
TA Kay Mohlman

Simmel Reading Guide - "The Web of Group Affiliations"
Week of Nov. 7 - Nov 9

Page #	
128	Simmel writes, "The association of persons because of external coexistence is more and more superseded by association in accordance with internal relationships." What does Simmel mean by "external coexistence" and by "internal relationships"?
129-130	What kind of freedom is there in associations based on interest rather than on locale, in Simmel's view?
132	Note Simmel's emphasis on the changing forms of solidarity as society develops. Think of comparisons with Durkheim's view of how solidarity develops. What are similarities and differences? (Keep this in mind throughout "The Web.")
134	What does Simmel mean by the following passage: Yet, to be of the same sex is sometimes a cause of solidarity, which is peculiar in that it is primary, fundamental, and independent of all arbitrary decisions. Yet, this solidarity can become effective only through mediation, reflection and conscious striving. (Read on in "The Web" for a more complete explanation if you don't understand this passage.)
134-135	Why are gender and age "midway between the organic and the rational as bases for group associations?"
135-137	What kind of evidence does Simmel use to say "Criteria derived from knowledge came to serve as the basis of social differentiation and group formation" during the Renaissance? (Quote on pg. 137).
138-140	Why does Simmel say that group formation during the Middle Ages discouraged rather than encouraged the growth of the individual?
140	"But the larger the number of groups to which an individual belongs, the more improbable is it that other persons will exhibit the same combination of group-affiliations, that these particular groups will 'intersect' once again (in a second individual)." How does Simmel argue from this quote and discussion on pgs. 141-142 that individuality is heightened by multiple group affiliation? Would you say he mixes sociological and psychological elements in this argument? Do you find it convincing?

David Lopez
"The Web" con't.

144 Why does Simmel say the following of the priesthood during the Middle Ages:
1. "To date, this is the greatest example in history of the formation of a social group which cuts across all other existing groups."
2. "But at the same time it is characterized by the fact that it actually produced no overlapping of group affiliations in the individual."

146 Simmel writes, "The sociological determination of the individual will be greater when the groups which influence him are juxtaposed than if they are concentric." What does Simmel mean by "sociological determination" of the individual? Is his view of the origin of individual traits and personality similar to Durkheim's view? What is meant by "concentric group affiliation"?

150 What part does the division of labor play in Simmel's analysis of the individual in modern society? What does he mean by the "intersection" of group affiliations?

151 Does multiple group affiliation promote more or less status flexibility for the individual?

163 Review the steps Simmel goes through to conclude the following:
"Thus one can say that society arises from the individual and that the individual arises out of association."

172-184 This section is titled "Significance of Concepts in the Formation of Social Groups." Does social solidarity in its mechanical form require a more abstract or more specific concept of individuals within the group?

173 What are the preconditions for the solidarity of wage workers in Simmel's analysis? How do Simmel's preconditions compare with those of Marx in Marx's discussion of the basis of class solidarity?

180 What conditions prevent the mechanical solidarity of women?

182 What conditions promote the mechanical solidarity of women?

186 Under an increased division of labor does an individual have more or less freedom to pursue what Simmel terms "non-vocational interests"?

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"The Web" con't.

191 "The success of rational over superficial and schematic principles of group formation accompanies the general progress of civilization." How does this quote from Simmel compare with Durkheim's view of what comes with the "general progress of civilization"?

193 Carefully read the paragraph beginning with "The mechanical organization of later armies..." How does Simmel reinterpret the term "organic" (ie. organic solidarity)? Is a mechanical form of organization more internally cohesive than an organic form? If so, why?

194-195 Regarding Simmel's "Concluding Remarks": Do you see similarities of differences between Simmel's view of mechanical solidarity and Durkheim's view? Are you convinced by Simmel's argument that mechanical organization promotes a "higher purpose" which embodies greater intellectual significance?

HOUGHTON COLLEGE
Houghton, New York

Richard Perkins
Spring, 1983

History of Sociological Theory
Sociology 241
Course Syllabus

A. The goals of this course are as follows:

1. All sociology courses are theoretically oriented--but this course is the only one that concentrates exclusively on sociological explanation. It is the form of these explanations rather than their specific content (that is, their application to specific substantive areas such as criminology) that will interest us here. Our most important goal, then, is to learn the contributions each early sociologist made to the most general goal of sociological theory, namely, to explain how social organization, in its many forms, can exist.

2. To develop an appreciation for the origins of sociological thought and theory. Some of the leading contributors to this intellectual tradition considered in this course are:

   a. Montesquieu
   b. Saint-Simon
   c. Auguste Comte
   d. Karl Marx

3. To inspire the student to examine his or her own life and the workings of the surrounding society by means of the insights gained from sociological theory. Sociology has a contribution to make to those who wish to know who they are individually and collectively.

The means whereby we fulfill these promises will be largely through reading (and discussing the readings in class), writing, and lecturing. The assigned readings for this course are quite comprehensive; rather than foolishly pretend that the printing press hasn't yet been invented, the instructor will rely on the excellent essays available to us in the following sources:

   a. Truzzi, The Classic Statements
   b. Collins and Makowski, The Discovery of Society
   c. Weber, The Protestant Ethic and the Spirit of Capitalism

B. Lectures and the use of class time

Lectures will be given largely for the purpose of either summarizing materials in Collins and Makowski and in Truzzi's books, or amplifying certain concepts and raising certain issues which these writers assume the reader is already familiar with. Other than this, class time will be spent in discussion of the reading assignments. You are encouraged to critique the readings and lectures, question those aspects of the course still unclear, comment on the major issues we will consider, etc. Your role in making this course stimulating and intellectually beneficial cannot be overestimated.

C. Course Assignments:

The course grade will be determined on the following basis:

Assignment	Relative "weight"
1. Paper: Max Weber's PESC	20
2. Exams (3)	
a. 1st exam	10
b. 2nd exam	20
c. Final exam	30
3. Reading quizzes (6+)	20
	100%

The paper. You will be given detailed instructions in another handout. The paper will be somewhere between 10-15 pages in length. The paper will concern The Protestant Ethic and the Spirit of Capitalism.

The exams: exams will consist largely, perhaps exclusively, of essay questions. The reading quizzes will consist of multiple-choice, true-false, and/or (very) short essay questions.

In addition, other factors such as the degree of insight and intellectual effort demonstrated during in-class discussions may be a factor in determining the course grade. I realize that this consideration is highly subjective but nevertheless it can be an important indicator of a student's ability and effort throughout the course.

D. Tentative daily schedule of topics and assignments

T = Truzzi
C/M = Collins and Makowski
BB = Brigette Berger's Readings in Sociology (on reserve)

Date	Day	Topic	Today's Assignment
1/12	W	Sociology and Theory I	
	F	Sociology and Theory II	C/M, Introduction Perkins' "The Nature of Truth" (3 copies, on reserve) Weber, "Sci as Vocation" (T)
1/17	M	discussion, quiz #1	
	W	discussion of quiz	
	F	early sociological thought: The Greeks	
1/24	M	early sociological thought: Scholasticism	
	W	early sociological thought: early nominalism	
	F	the discovery of society I	
1/31	M	" " " " II	
	W	early French Social Thought: Vico, Montesquieu	
	F	early French Social Thought: Saint-Simon	C/M, Ch. 1
2/7	M	early French Social Thought: Comte I	Comte, "positivism" (T)
	W	early French Social Thought: Comte II	
	F	Exam #1	
2/14	M	discussion of exam	
	W	Karl Marx I	C/M, Ch. 2
	F	" " II	Marx, "class conflict" (T)
2/21	M	quiz #2 and discussion	C/M, Ch. 4
	W	Nietzsche (guest lecture)	
	F	vacation (reading day)	
2/28	M	Organicism	C/M, Ch. 5 (T) Spencer, "Society as a system" (T) Sumner, "Folkways" (T)

BEST COPY AVAILABLE

Date	Day	Topic	Today's Assignment
	W	Spencer, Sumner	
	F	Emile Durkheim: I	C/M, Ch. 6 Durkheim, "Social Facts" (T) Durkheim, "Div. of Labor" (T) Durkheim, "Rules of the Soc Method" (BB, p. 25)
3/7	M	quiz #3 and discussion	
	W	Current events (no class)	
	F	Emile Durkheim: II	
3/14	M	open date	
	W	Exam #2	
	F	discussion of exam	
3/21	M	Max Weber: I	C/M, Ch. 7 Weber, PESC Weber, "Types of Rule" (T)
	W	quiz #4 and discussion	
	F	Max Weber: II	
4/6	M	" " III	
	W	" " lV	
	F	Weber paper due; no class	
4/11	M	discussion of papers	
	W	Micro-analytical sociology: George Simmel	C/M, Ch. 9 Simmel, "Sociology" (T) Simmel, "Metropolis and Mind" (BB, p. 147)
	F	George Herbert Mead, quiz #5	Mead "Mind as social product" (T) Mead "Mind, Self, Society" (BB,p.61)
4/18	M	Charles Horton Cooley	Cooley, "Primary groups" (T)
	W	W. I. Thomas	C/M, Ch. 10 Thomas, "Def of Situation" (T)
	F	Michels	C/M, Ch. 12, pp. 208-13 Michels, "Iron Law" (T)
4/25	M	Mannheim	C/M, Ch. 12, pp. 213-22 Mannheim, "Soc of Knowledge" (T)
	W	Mills	C/M, Ch. 12, pp. 222-24 Mills, "Sociological Imagination" (BB, pp. 10) Mills, "Two Styles of Research" (BB, pp. 36) Mills, "White Collar" (BB, pp. 183)
	F	open date	

The basic assumptions of modern sociology
Sociology 241
Rich Perkins

The following statements represent a partial list of assumptions by which most (if not all) contemporary sociologists interpret social reality. The purpose of this course is to understand the development of these assumptions--assumptions which can be supported (but not "proven") by empirical observation.

1. The social world--in both its cultural/normative and behavioral/structural dimensions--represents an empirical phenomenon capable of being reliably and validly studied by the methods of science.

2. These methods of science must be specially adapted as a consequence of the special ("self-conscious") nature of social phenomena. Directly borrowing the methods of physics will not be adequate.

3. Society is a "natural order" in that it represents a whole which is greater than the sum of its parts. That is, society is a strictly human phenomenon that nevertheless transcends the consciousness of each individual (considered strictly as an individual). In other words, society represents an ontologically objective phenomenon.

4. Society is a "natural order" in that (at least in part) it represents a process of unintended consequences. Structures emerge either without conscious planning (eg, the incest taboo, changes in inflation rates, the monogomous nuclear family system, etc.) or with unexpected (ie, latent) effects. As such, social change represents (again, in part) a "natural organic" process of adjustment to both physical and social environments.

5. Society also represents a humanly intended order predicated on the conscious intended efforts of powerful groups which seek to justify their own interests (via ideologies), thus promoting a view of the "world" that secures its own hegemony.

6. Social reality is subjective (that is, definitional) in nature. Things must be defined as real collectively in order to be real in their consequences. The processes whereby these definitions are created and then shared are knowable by means of intersubjective methods.

7. Human action is predicated upon collective consciousness--ie, shared symbols which indicate common meanings to the interacting individuals. These meanings are generalized beyond specific instances to abstractions which operate as moral standards whereby prospective action is evaluated as appropriate or inappropriate. In short, human action is meaningful and must be understood as an emerging process of interpretation.

8. Shared definitions of reality are shaped in empirically knowable ways by the predominant structures which channel human action. In short, consciousness is generally dependent on prior experience.

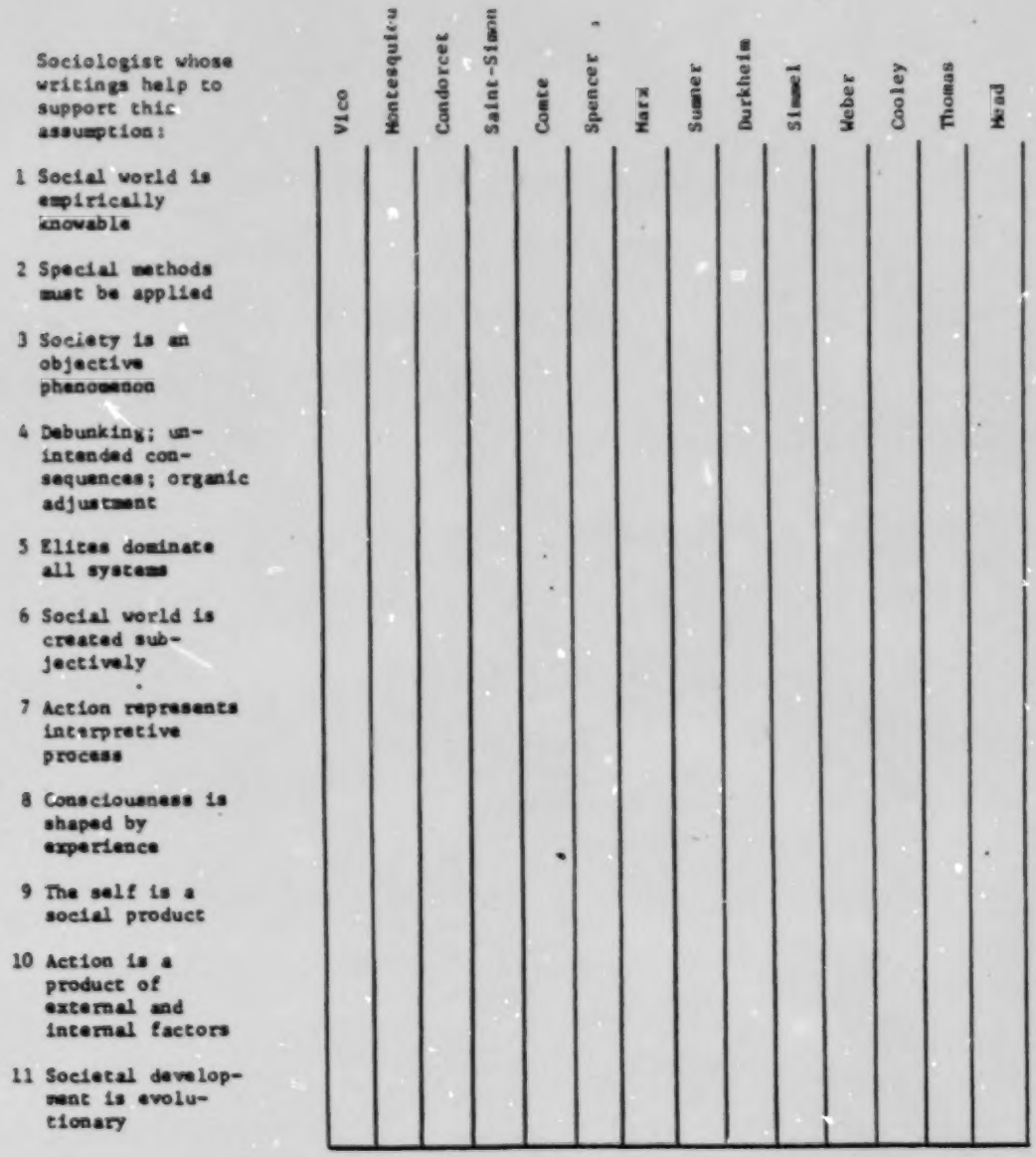
Note that assumptions 7 and 8 form a dialectic; action is predicated on common meanings, while these meanings are shaped by pre-existing structures of action. These assumptions are typically named after the early theorist in whose writings each attained articulate predominance: #7, the Weberian thesis; #8, the Marxian thesis. Note further that this assumption carries with it some rather radical implications for the study of social reality. If collective consciousness

is shaped by experience, and scientific theorizing is a form of such consciousness, then theory (to include sociological theory) must be subject to the same forces. In short, scientific theories can be treated as ideologies (at least in part) and can be so studied.

9. The human self emerges as a function of social interaction whereby each individual learns to regard his being as an object. This evaluation process originates in the evaluations of persons whose evaluations are significant to the actor in question.

10. Human action is shaped by "internal" forces--both idiosyncratic psychological states and characteristic biological variables, and by external conditions--socio-cultural factors which dominate the action system of which the individual is a part. Explanations of particular human behaviors must combine the insights available from both biologically constant and socio-culturally variable factors, whereas explanations of divergent rates of a given social phenomena within a system can be based solely on the latter factor.

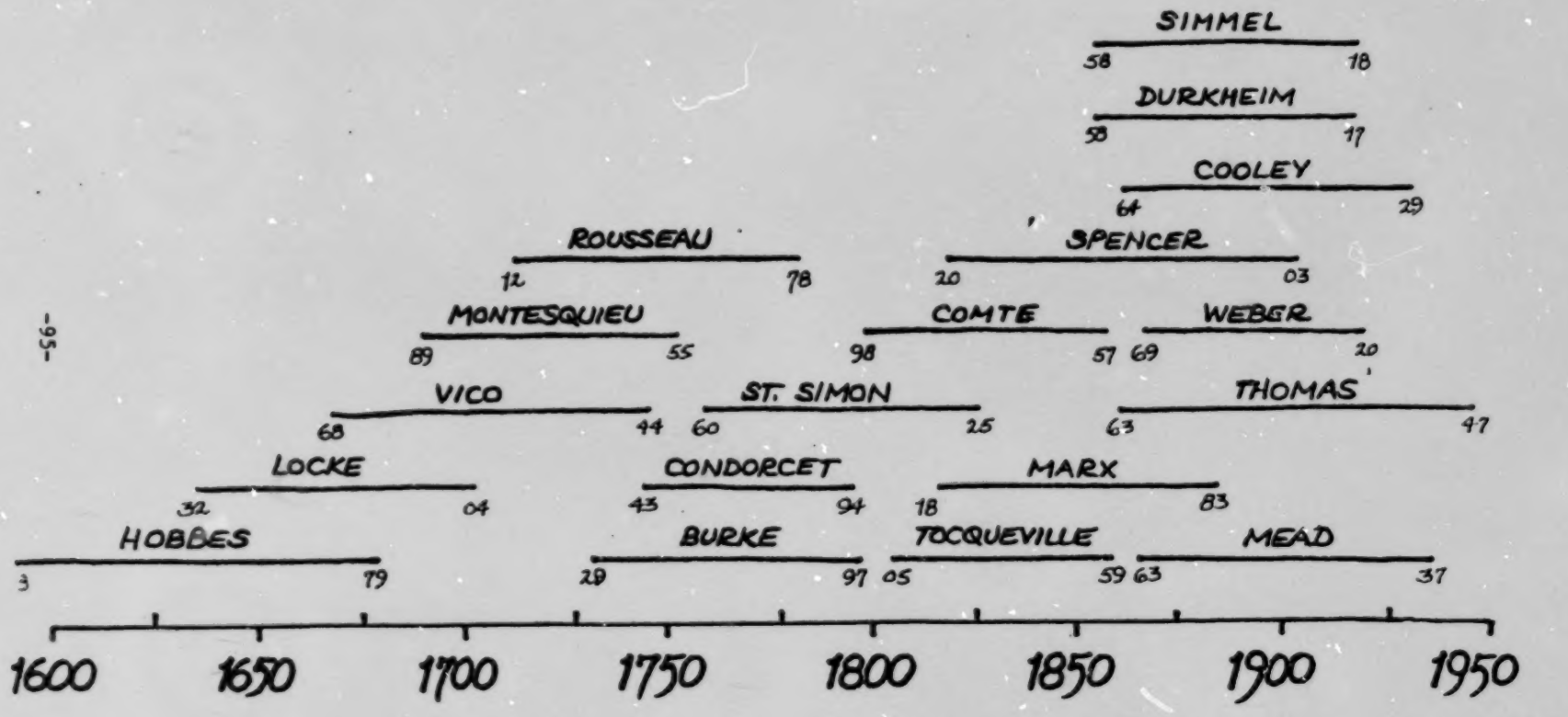
11. The history of all known societies represents a nonunilinear yet general process of evolution whereby the most influential social systems at any one time have evidenced an ever increasingly more complex division of labor. This process has been accompanied by the gradual development of more complex centralized coordination mechanisms--simpler societies dominated by religio-familial authority, complex societies organized on the basis of economic-political bureaucratization.

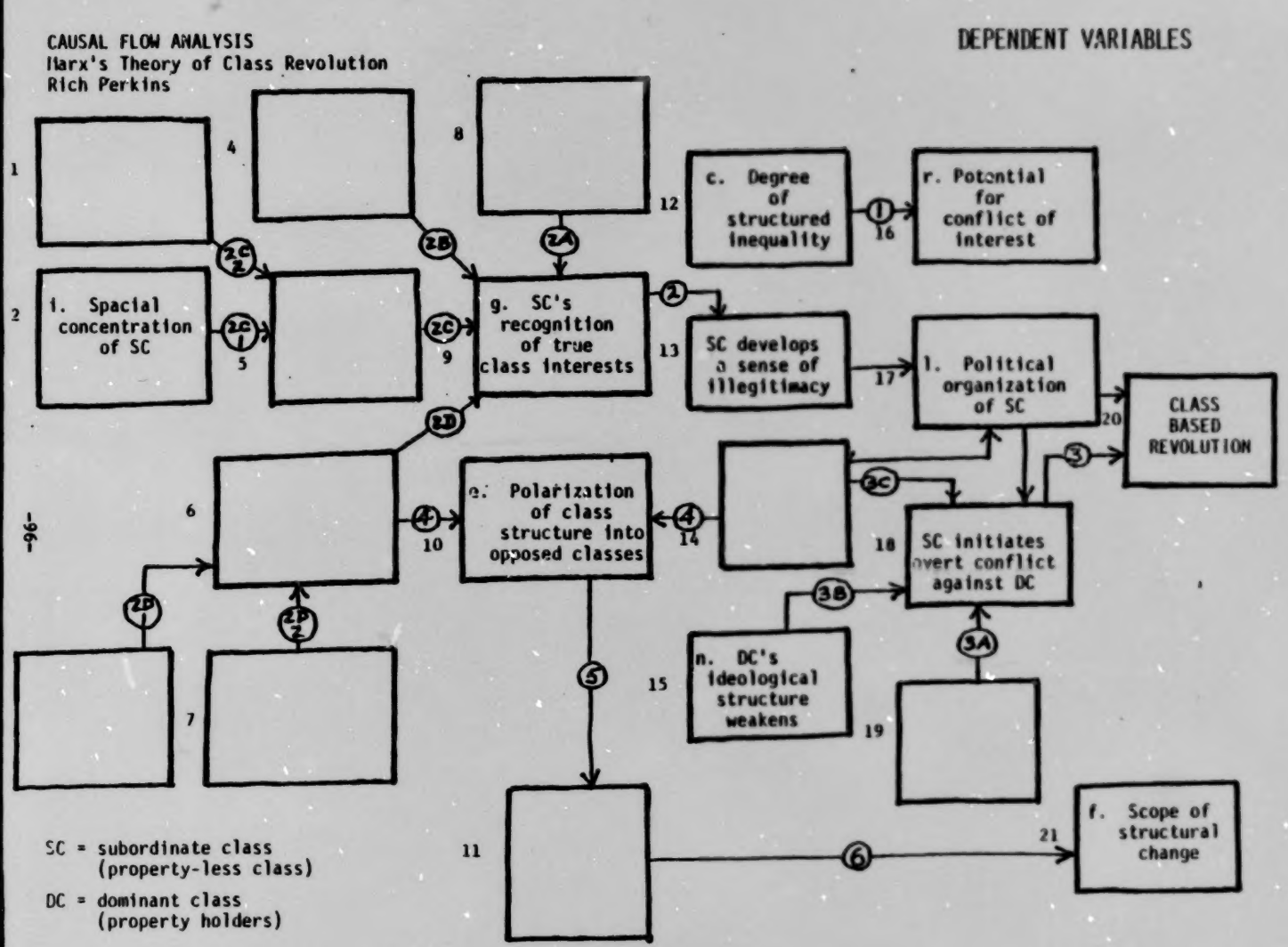


✓ = major theme throughout his writings
* = acknowledged but not stressed

Sociological Time-line
Major Contributors to Sociological Theory
Rich Perkins

You will probably find it helpful to have a graphic picture of the chronological relationships these sociologists have to eachother. In this way, you can better appreciate the assumptions and conceptual distinctions made by each in their efforts to understand the nature of social reality by knowing also something about the society and time in which each lived.




CAUSAL FLOW ANALYSIS
Marx's Theory of Class Revolution
Rich Perkins
DEPENDENT VARIABLES
1
4
8
12
c. Degree of structured inequality
r. Potential for conflict of interest
16
2B
2A
2C 2
2
i. Spacial concentration of SC
2C 1
5
2C
9
g. SC's recognition of true class interests
2
13
SC develops a sense of illegitimacy
17
l. Political organization of SC
20
CLASS BASED REVOLUTION
3
2D
6
4
10
e. Polarization of class structure into opposed classes
4
14
3C
18
SC initiates overt conflict against DC
3B
3A
2E 1
2E 2
7
5
15
n. DC's ideological structure weakens
19
11
6
21
f. Scope of structural change
SC = subordinate class (property-less class)
DC = dominant class (property holders)

CRIB SHEET: Causal Flow Analysis
Marx's Theory of Class Revolution
Rich Perkins

a. SC gains control of educational media.
b. DC loses control of SC socialization.
c. Degree of structural inequality.
d. Absolute deprivation becomes relative deprivation for SC.
e. Polarization of class structure into two opposed classes.
f. Scope (degree) of structural change in existing class system.
g. Recognition by SC of true class interests.
h. Alienation of SC.
i. Spatial concentration of SC.
j. Intellectual leadership: ideological spokespersons available for SC.
k. Development of a system of communication for SC.
l. Political organization of SC for purposes of revolt.
m. Scope (degree) of violence.
n. Weakness of existing ideological structure (DC).
o. Disruption in the DC economic system (via inflation, war, etc.).
p. Development of a coherent SC counter-ideology.
q. Political leadership develops for SC.
r. Potential for conflict of interest.

CAUSAL PROPOSITIONS

1. The more unequal the distribution of scarce resources in a system, the greater will be the conflict of interest between dominant and subordinate segments in a system.

2. The more subordinate segments become aware of their true collective interests, the more likely they are to question the legitimacy of the unequal distribution of scarce resources.

2A. _____, the more likely they are to become aware of their true class interests.

2B. _____, the more likely they are to become aware of their true class interests.

2C. _____, the more likely they are to become aware of their true class interests.

2C1. The greater the spatial concentration of the members of a subordinated collectivity _____
_____.

2C2. _____
_____
_____

2D. _____

_____.

2D1. _____

_____

2D2. _____

_____

3. The greater the probability of overt conflict initiated against the dominant class, the greater the probability of a class based revolution.

3A. _____, the greater the probability of overt conflict initiated against the dominant group.

3B. The more the ideology of the dominant class weakens and thus loses its persuasive effects, the greater the probability of overt conflict initiated against the dominant class.

3C. _____, the greater the probability of overt conflict initiated against the dominant class.

4. _____

_____ and _____

_____, the more the dominant and subordinant classes will become polarized.

5. The more polarized the dominant and subjugated, the more violent will be the ensuing conflict.

6. The more violent the conflict, the greater will be the structural change of the system and the redistribution of scarce resources.

Adapted from Turner's The Structure of Sociological Theory (Dorsey Press).

MOUNT HOLYOKE COLLEGE
So. Hadley, Massachusetts

Sociology 223
Development of Social Thought

Edward Royce
Fall, 1983

Course Description

This course is concerned with the classical foundations of sociological theory. We will concentrate on the works of Karl Marx, Emile Durkheim, and Max Weber. Though many other social theorists made important contributions to the development of classical sociology, e.g., Comte, Saint-Simon, Spencer, Toennies, and Simmel, we will consider their writings only in passing and primarily to highlight, by contrast, important aspects of the theories of Marx, Durkheim, and Weber. This strategy sacrifices a certain amount of breadth for what I hope will be a good deal of depth--a worthwhile exchange, since it is easier moving from depth to breadth than vice versa. We will focus specifically on Marx, Durkheim, and Weber because they are undoubtedly the most important of the classical sociologists; because they represent three very different approaches to sociology and thus permit particularly interesting comparisons; and because their writings still have considerable contemporary significance, with respect both to the formation of modern sociological thought and to our understanding of the modern world.

Requirements and Grading

We will spend about one-third of the course each on Marx, Durkheim, and Weber, though when we get to Durkheim we will look back on Marx, and when we get to Weber we will look back on both Marx and Durkheim. I will make up three take-home exams corresponding to the three major sections of the course; the last two exams, though focusing on Durkheim and Weber respectively, will be cumulative. Students are required to take any two of the three exams (each worth 25 percent of your final grade) and write a research paper (worth 50 percent of your final grade). You are relatively free to choose your own topic for the research paper, though it must have something to do with Marx, Weber, or Durkheim (perhaps a comparison of two or even all three of them on some issue you find especially interesting). The only other stipulation is this: if, for example, you decide not to take the exam corresponding to the section of the course on Durkheim, then your paper must include an analysis (possibly in comparison with either Marx or Weber) of some aspect of Durkheim's work. To take another example, if you choose to compare Marx, Durkheim, and Weber on some issue, then you can opt out of whichever exam you wish. Thus I am forcing you to write something on all three of the theorists we will be considering. Of course, I will be available to help you select a topic for your research paper and find relevant references. Research papers will be due no later than December 1 (and earlier if at all possible), though some allowance may be given to those writing on Weber.

Required Books

Anthony Giddens, Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim, and Max Weber (Cambridge: Cambridge University Press, 1971)

Eugene Kamenka (ed.), The Portable Karl Marx (New York: Penguin, 1983)

Emile Durkheim, The Division of Labor in Society (New York: Free Press, 1933)

Emile Durkheim, The Rules of Sociological Method and Selected Texts on Sociology and its Method (New York: Free Press, 1982)

Max Weber, The Protestant Ethic and the Spirit of Capitalism (New York: Charles Scribner's Sons, 1958)

H. H. Gerth and C. Wright Mills (eds.), From Max Weber: Essays in Sociology (New York: Oxford University Press, 1946)

Recommended Books

Reinhard Bendix, Max Weber: An Intellectual Portrait (Berkeley: University of California Press, 1977)

Steven Lukes, Emile Durkheim: His Life and Work: A Historical and Critical Study (New York: Penguin, 1973)

Unfortunately, there is not a secondary source that does for Marx what Bendix and Lukes do for Weber and Durkheim respectively, so I have put several good references on Marx on Reserve in the library.

Course Outline

The following consists of a fairly detailed outline and schedule of the course. Some changes, though, will probably be made as the semester proceeds. The outline is divided into topics, corresponding usually to one or two classes. For each topic I provide a list of required readings and a list of recommended readings. Everything that is required is either available in the bookstore or on Reserve in the library. I include recommended readings on the syllabus so that you know some of the sources I draw on for lectures, so as to make it easier for you to pursue a specific topic in more detail if you wish, and so that you have an idea of some of the references available for your research paper. The readings for each topic should be read before the corresponding class. You should plan your reading accordingly.

Karl Marx

1. Marx's Early Political Writings and the Rheinische Zeitung (9/15)

Required Readings:

Kamenka (ed.), Karl Marx, pp. 11-17, 75-87.

Hal Draper, Karl Marx's Theory of Revolution, Volume 1: State and Bureaucracy (New York: Monthly Review, 1977), pp. 31-76.

Karl Marx, "Comments on the Latest Prussian Censorship Instruction," in Lloyd D. Easton and Kurt H. Guddat (eds.), Writings of the Young Marx on Philosophy and Society (Garden City, New York: Anchor Books, 1967), pp. 67-92.

Recommended Readings:

David McLellan, Marx Before Marxism (New York: Harper & Row, 1970), pp. 41-101.

Dick Howard, The Development of the Marxian Dialectic (Carbondale, Illinois: Southern Illinois University Press, 1972), pp. 24-47.

Arthur F. McGovern, "Karl Marx's Political Writings: The Rheinische Zeitung, 1842-1843," in Frederick J. Adelmann (ed.), Demythologizing Marx: A Series of Studies on Marxism (Boston College: Chestnut Hill, 1969), pp. 19-63.

2. Marx's Critique of Hegel and Early Writings on the State (9/20)

Required Readings:

Kamenka (ed.), Karl Marx, pp. 87-124.

Giddens, Capitalism and Modern Social Theory, pp. 1-8.

Draper, Marx's Theory of Revolution, pp. 77-148.

Marx, "Critical Notes on 'The King of Prussia and Social Reform,'" in Easton and Guddat, Writings of the Young Marx, pp. 338-358.

Recommended Readings:

McLellan, Marx Before Marxism, pp. 102-161.

Howard, Marxian Dialectic, pp. 48-141.

Shlomo Avineri, The Social and Political Thought of Karl Marx (Cambridge: Cambridge University Press, 1971), pp. 8-52.

Joseph O'Malley, "Editors Introduction," in Karl Marx, Critique of Hegel's 'Philosophy of Right' (Cambridge: Cambridge University Press, 1977), pp. ix-lxvii.

3. Alienated Labor and Political Economy in the 'Young' Marx (9/22)

Required Readings:
Kamenka (ed.), Karl Marx, pp. 125-152.

Giddens, Capitalism and Modern Social Theory, pp. 9-17.

McLellan, Marx Before Marxism, pp. 162-192.

Recommended Readings:
Howard, Marxism Dialectic, pp. 141-168.

Avineri, The Social and Political Thought of Karl Marx, pp. 96-117.

Bertell Ollman, Alienation: Marx's Conception of Man in Capitalist Society (Cambridge: Cambridge University Press, 2nd Edition, 1976), pp. 131-157.

Herbert Marcuse, "The Foundations of Historical Materialism," in Studies in Critical Philosophy (Boston: Beacon Press, 1973), pp. 1-48.

4. Historical Materialism (9/27-9/29)

Required Readings:
Kamenka (ed.), Karl Marx, pp. 155-257, 355-368, 509-532.

Giddens, Capitalism and Modern Social Theory, pp. 18-45.

Russell Keat and John Urry, Social Theory as Science (Boston: Routledge & Kegan Paul, 1975), pp. 96-118.

Recommended Readings:
Kamenka (ed.), Karl Marx, pp. 257-355.

Avineri, The Social and Political Thought of Karl Marx, pp. 150-174.

Draper, Karl Marx's Theory of Revolution, pp. 237-338.

Philip Abrams, Historical Sociology (Ithica, New York: Cornell University Press, 1982), pp. 33-72.

Georg Lukács, History and Class Consciousness (Cambridge: MIT Press, 1971), pp. 1-26 ("What Is Orthodox Marxism?"), pp. 46-82 ("Class Consciousness").

5. Political Economy and Capitalist Development (10/4-10/6)

Required Readings:
Kamenka (ed.), Karl Marx, pp. 369-503, 533-555.

Giddens, Capitalism and Modern Social Theory, pp. 46-64.

Paul Sweezy, The Theory of Capitalist Development (New York: Monthly Review, 1942), pp. 23-108.

Recommended Readings:
Ernest Mandel, An Introduction to Marxist Economic Theory (New York: Pathfinder Press, 1970), pp. 7-53.

M. C. Howard and J. E. King, The Political Economy of Marx (New York: Longman, 1975).

Erik Olin Wright, "Historical Transformations of Capitalist Crisis Tendencies," in Class, Crisis and the State (London: New Left Books, 1978), pp. 111-180.

Emile Durkheim

1. Durkheim on the Division of Labor and the Rise of Industrial Society (10/11-10/20)

Required Readings:
Durkheim, The Division of Labor (all except for the Preface to the Second Edition and the Appendix).

Giddens, Capitalism and Modern Social Theory, pp. 65-81

Recommended Readings:
Lukes, Emile Durkheim, pp. 137-178.

Abrams, Historical Sociology, pp. 18-32.

Raymond Aron, Main Currents in Sociological Thought II: Durkheim, Pareto, Weber (Garden City, New York: Anchor Books, 1970), pp. 11-24.

Talcott Parsons, The Structure of Social Action, Volume I: Marshall, Pareto, Durkheim (New York: Free Press, 1949), pp. 308-324.

2. Sociology and the Sociological Method (10/25-10/27)

Required Readings:
Durkheim, The Rules of Sociological Method, pp. 31-153.

Giddens, Capitalism and Modern Social Theory, pp. 86-94

Recommended Readings:
Steven Lukes, "Introduction," in Durkheim, The Rules of Sociological Method, pp. 1-27.

Anthony Giddens, "The 'Individual' in the Writings of Emile Durkheim," in Studies in Social and Political Theory (New York: Basic Books, 1977), pp. 273-296.

3. Suicide and Anomie (11/1)

Required Readings:
Giddens, Capitalism and Modern Social Theory, pp. 82-85.

Lukes, Emile Durkheim, pp. 191-225.

Recommended Readings:
Parsons, The Structure of Social Action, pp. 324-338.

Giddens, "A Theory of Suicide," in Studies in Social and Political Theory, pp. 297-332.

Aron, Main Currents in Sociological Thought, pp. 25-37.

4. Durkheim's 'Corporatism' and Marx's Socialism (11/3)

Required Readings:
Durkheim, The Division of Labor, pp. 1-31 (Preface to the Second Edition).

Giddens, Capitalism and Modern Social Theory, pp. 95-104, 196-204, 216-232, 239-242.

Alvin Gouldner, "Introduction," in Emile Durkheim, Socialism New York: Collier, 1962), pp. 7-31.

Recommended Readings:
Anthony Giddens, "Durkheim's Political Sociology," in Studies in Social and Political Theory, pp. 235-272.

Emile Durkheim, Suicide: A Study in Sociology (New York: Free Press), pp. 361-392.

Aron, Main Currents in Sociological Thought, pp. 81-94.

5. The Sociology of Morality, Knowledge, and Religion (11/8)

Required Readings:
Emile Durkheim, The Elementary Forms of the Religious Life (New York: Free Press, 1965), pp. 13-33.

Giddens, Capitalism and Modern Social Theory, pp. 105-118.

Durkheim, The Division of Labor, pp. 411-435 (Appendix) (skim).

Lukes, Emile Durkheim, pp. 450-484.

Recommended Readings:
Lukes, Emile Durkheim, pp. 410-449.

Aron, Main Currents in Sociological Thought, pp. 39-66.

Parsons, The Structure of Social Action, pp. 409-450.

Max Weber

1. Weber's Early Writings (11/10)

Required Readings:
Giddens, Capitalism and Modern Social Theory, pp. 119-124.

Bendix, Max Weber, pp. 13-48.

Recommended Readings:
Arthur Mitzman, The Iron Cage: An Historical Interpretation of Max Weber (New York: Grosset & Dunlap, 1971), pp. 75-147.

2. The Protestant Ethic and the Development of Capitalism (11/15-11/29)

Required Readings:
Max Weber, The Protestant Ethic and the Spirit of Capitalism (all).

Max Weber, General Economic History (New Brunswick: Transaction Books, 1981), pp. 275-279, 290-291, 302-314, 352-369.

Max Weber, "The Protestant Sects and the Spirit of Capitalism," in Gerth and Mills, From Max Weber, pp. 302-322.

Giddens, Capitalism and Modern Social Theory, pp. 124-132, 205-216.

Recommended Readings:

Max Weber, "'Anticritical Last Word on The Spirit of Capitalism,' by Max Weber," Introduction by Wallace M. Davis, American Journal of Sociology 83 (March, 1978), pp. 1105-1131.

Ephraim Fischoff, "The Protestant Ethic and the Spirit of Capitalism: The History of a Controversy," Social Research 11 (Feb., 1944), pp. 53-74.

Gordon Marshall, In Search of the Spirit of Capitalism: An Essay on Max Weber's Protestant Ethic Thesis (New York: Columbia University Press, 1982).

Randall Collins, "Weber's Last Theory of Capitalism: A Systematization," American Sociological Review 45 (Dec., 1980), pp. 925-942.

Norman Birnbaum, "Conflicting Interpretations of the Rise of Capitalism: Marx and Weber," British Journal of Sociology 4 (June, 1953), pp. 125-141.

Anthony Giddens, "Marx, Weber and the Development of Capitalism," in Studies in Social and Political Theory, pp. 183-207.

Richard Ashcraft, "Marx and Weber on Liberalism as Bourgeois Ideology," Comparative Studies in Society and History 14 (March, 1972), pp. 130-168.

Ira J. Cohen, "Max Weber on Modern Western Capitalism," Introduction to the Transaction Edition of Max Weber, General Economic History, pp. xv-lxxxiii.

Karl Löwith, Max Weber and Karl Marx (Boston: George Allen & Unwin, 1982).

3. Weber's Methodology and Conception of Science (12/1-12/6)

Required Readings:

Max Weber, The Methodology of the Social Sciences (New York: Free Press, 1949), pp. 50-63.

Gerth and Mills (eds.), From Max Weber, pp. 77-128 (read closely only the last 15 pages), pp. 129-156.

Giddens, Capitalism and Modern Social Theory, pp. 133-168.

Recommended Readings:
H. H. Bruun, Science, Values, and Politics in Max Weber's Methodology (Copenhagen: Munksgaard, 1972).

Thomas Burger, Max Weber's Theory of Concept Formation: History, Laws, and Ideal Types (Durham, North Carolina: Duke University Press, 1976).

4. Weber's Political Sociology (12/8-12/13)

Required Readings:
Gerth and Mills, From Max Weber, pp. 180-252.

Giddens, Capitalism and Modern Social Theory, pp. 232-242.

Bendix, Max Weber, pp. 285-297, 417-457.

Recommended Readings:
Anthony Giddens, Politics and Sociology in the Thought of Max Weber (New York: Macmillan, 1972).

Bendix, Max Weber, pp. 298-416.

Wright, "Bureaucracy and the State," in Class, Crisis and the State, pp. 181-225.

5. Weber on the Sociology of Religion (12/15)

Required Readings:
Gerth and Mills, From Max Weber, pp. 267-301, 323-359.

Giddens, Capitalism and Modern Social Theory, pp. 169-184.

Bendix, Max Weber, pp. 257-281.

Recommended Readings:
Bendix, Max Weber, pp. 83-256.

Ed. Note: Two examples of Prof. Royce's reading and study guides follow.

Ed Royce

Sociology 223
Development of Social Thought
Fall, 1983

Reading and Study Guide

4. Historical Materialism (9/27-9/29)

1. Marx's "Preface" to A Contribution to the Critique of Political Economy (excerpted in Kamenka, pp. 158-161), one of Marx's most oft quoted statements, includes a concise summary of the basic thesis of historical materialism. Read this carefully and try to figure out the logic of Marx's argument. Pay close attention especially to the following concepts: mode of production, relations of production (economic structure), forces of production, legal and political superstructure, forms of social consciousness. The key to Marx's theory of historical change (the transition from one mode of production to another) has to do with the conflict between the forces of production and the relations of production. Marx does not give you enought information to make much of this in the "Preface", but be aware of its centrality in his conception of social change. As you read The German Ideology and The Communist Manifesto keep the brief summary of historical materialism found in the "Preface" clearly in mind.

2. What are the basic premises of Marx's historical materialism as presented in The German Ideology (GI), and how does Marx's approach, based on these premises, differ from that of those he criticizes (especially German philosophers)?

3. How does Marx conceive of human nature in the GI? How is his concept of human nature related to his conception of human history? And how is historical development related to human nature? In what ways do human needs play a role in Marx's conception of history?

4. Simply, what is Marx's conception of history? What for Marx is the key to understanding history and historical development? To what alternative conceptions does Marx oppose his own conception of history?

5. In the "Preface" Marx writes that "It is not the consciousness of men that determines their being, but, on the contrary, their social being that determines their consciousness." Marx had arrived at this idea much earlier, for it appears throughout the German Ideology. How in the GI does Marx elaborate the relation between the economic structure of society and the forms of social consciousness? Try to get as specific here as possible.

6. Consider Marx's analysis of the division of labor in the GI. What is the basis of the division of labor, how does it evolve, and what are its most important manifestations? What is Marx's critique of the division of labor (consider his conception of communist society in relation to the division of labor)?

7. How does Marx conceive the state (particularly the bourgeois state) in the GI and the Communist Manifesto (CM)? How did it evolve, what role does it play in bourgeois society, and what is its ideological function?

8. In what respects, according to Marx (in the CM), do capitalism and the bourgeoisie play a progressive role in history? How is his analysis of capitalism in this respect related to his more general conception of history?

9. The CM contains the most elaborate version of Marx's class analysis up to that time. (cf. Giddens, pp. 35-40). How in Marx are classes related to the relations of production? How does Marx use the term class? Why is Marx's conception of class dichotomous? What is the character of class relations in capitalist society? What distinguishes the bourgeoisie and the proletariat? What is the basis of their inevitable antagonism in Marx?

10. What are the causes of the crisis of bourgeois society discussed by Marx in the CM? What tendencies does Marx attribute to capitalist development, and why does Marx believe that these tendencies will lead to proletarian revolution? What is it that brings about proletarian revolution?

11. What distinguishes the communism (or socialism) advocated by Marx and Engels from other communist and socialist movements that they criticize in the last part of the CM?

Ed Royce

Sociology 223
Development of Social Thought
Fall, 1983

Reading and Study Guide

Durkheim on Sociology and the Sociological Method

1. What, for Durkheim, characterizes common sense and ideological thinking? How are these bound to the normal conditions of human existence? Why, according to Durkheim, do these modes of cognition lead to a misrepresentation of reality? How is the science of sociology to be distinguished from common sense and ideological thinking? What is required of science to avoid the sort of misrepresentations characteristic of common sense and ideological thinking? How solid are the epistemological grounds of Durkheim's argument?

2. On what bases does Durkheim distinguish sociology from psychology? Consider both the differences in the nature of their respective object domains and in the sort of explanations they offer.

3. What, for Durkheim, is a 'social fact.' How do we recognize social facts and what endows them with their 'fact-like' character? What are the bases of Durkheim's claim that such an order of facts exists? That is, what reasons does Durkheim give for thinking that social facts constitute a separate and distinct realm of phenomena?

4. What exactly does Durkheim mean when he proposes that we treat social facts as things? What, from Durkheim's perspective, is the alternative? What sort of approaches to the study of society is Durkheim criticizing here? For Durkheim, objectivity is possible only insofar as we treat social facts as things. What is the conception of objectivity which this presupposes? Is Durkheim's call to treat social facts as things an adequate guide to the practice of sociology?

5. How, according to Durkheim, can we distinguish those social facts that are normal from those that are pathological? Why is this distinction important for Durkheim's conception of sociology? Why does Durkheim consider crime to be a normal phenomenon? Why, according to Durkheim, is it impossible for society to be entirely free of crime? How is criminality related to originality and to social evolution for Durkheim. What problems can you see in Durkheim's distinction between the normal and the pathological?

6. What problem is the concept of 'social species' meant to solve in Durkheim's methodology? Why does Durkheim reject the conceptions of social life proposed by nominalist historians and realist philosophers? Why do their conceptions of social life impede sociological study?

7. According to Durkheim, "To demonstrate the utility of a fact does not explain its origins, nor how it is what it is." Durkheim here is criticizing 'functional' or 'teleological' explanations. What exactly does Durkheim find wrong with these kinds of explanations. How does Durkheim's argument against teleological explanations relate to his conception of social facts? Teleological explanations are usually also psychological. What criticisms does Durkheim raise against psychological explanations of social phenomena (again, relate this to Durkheim's conception of social facts)? Or from another angle, what is Durkheim's justification for the rule that "The determining cause of a social fact must be sought among antecedent social facts and not among the states of the individual consciousness"?

8. According to Durkheim, "The primary origin of social processes of any importance must be sought in the constitution of the inner social environment." What, specifically, is this inner social environment and why does Durkheim give it such great explanatory importance?

9. How does Durkheim's theory of society differ from that of Hobbes and Rousseau on the one hand and from that of Spencer on the other hand (see pp. 142-144)?

10. Why, according to Durkheim, is the comparative method the sole one suitable for sociology? What is the comparative method intended to demonstrate? What is Durkheim's criticism of Mills' conception of causality? What is the method of concomitant variations and what virtues for sociology does Durkheim see in this method?

UNIVERSITY OF VERMONT
Burlington, Vermont

SO278
Development of Sociological Theory

Fall 1983
Samuel F. Sampson

Office Hours:
8:30-10:30 T TH
and by appointment

"The classical objective of historical scholarship is to depict the past 'as it actually happened,' i.e., accurately, vividly, and concretely. When we study the history of science, however, extreme accuracy of historical detail is not our principal concern, nor should we be too greatly concerned about giving credit exactly where credit is due in our accounting of the contributions made to a science by its pioneers. Our ultimate interest is in the science and not in its history; we study its development for the sake of gaining a better understanding of its present condition and problems." Floyd N. House, 1936.

"Systematic sociological theory . . . represents the highly selective accumulation of those small parts of earlier theory which have thus far survived the tests of empirical research. But the history of theory includes also a far greater mass of conceptions that fell to bits when confronted with empirical test. It includes also the false starts, the archaic doctrines and the fruitless errors of the past. . . . Consequently, little of what (our) early forerunners wrote remains pertinent to sociology today . . . The accumulative tradition is still so slight that the shoulders of the giants of sociological science apothegm . . . is therefore all the more binding on sociology than on those physical sciences which have a larger measure of selectively accumulative advance: 'A science which hesitates to forget its founders is lost!'" Robert K. Merton, 1956.

"An awareness of the historical development of sociology, of its past as well as its present state, is the only firm basis for evaluating whether we have 'progressed', and, if so, how much and in what ways. Alfred North Whitehead has said that, 'a science which hesitates to forget its founders is lost.' But to forget something, one must have known it in the first place. A science <u>ignorant</u> of its founders does not know how far it has travelled nor in what direction; it, too, is lost." Alvin W. Gouldner, 1958.

I. COURSE OBJECTIVES: Sociology 278 is a basic course in sociological theory. Its substantive objectives are to give the student 1) a general understanding of the development of some of the major theoretical traditions in sociology and 2) a detailed knowledge of a selected number of classical contributions to sociological theory and their contemporary research relevance. Incidental to these objectives it is assumed that the student will begin to appreciate the sociological nature of the genesis and development of sociological theory, will be able to demonstrate an ability to identify, analyze and evaluate the adequacy of the major elements of a theoretical work, and will have an understanding of the central role of theory in research and praxis.

II. BASIC COURSE REFERENCE MATERIALS: The basic text and reader listed below are the primary references for the required readings in the course. These works are identified in the Course Reading Assignments by the name of the author or editors only. More detailed and supplementary references will be suggested throughout the course. References on special topics of interest to the student can be obtained upon request from the course instructor.

A. Basic Text:

Coser, Lewis A. Masters of Sociolgical Thought: Ideas in Historical and Social Context. 2nd Edition. New York: Harcourt Brace Jovanovich, Inc., 1977.

B. Basic Reader:

Coser, Lewis A. and Rosenberg, Bernard (eds.) Sociological Theory: A Book of Readings. 5th Edition. N.Y.: Macmillan Publishing Co., 1982.

C. Major Supplementary Titles (*Indicates title is on Library Reserve)

1. Selected Supplementary Overviews:

*Aron, Raymond Main Currents in Sociolgical Thought. N.Y.: Basic Books, 1965. Two volumes.

*Bierstedt, Robert American Sociological Theory: A Critical History. N.Y.: Academic Press, 1981.

Hughes, H. Stuart Consciousness and Society: The Reorientation of European Social Thought 1890-1930. N.Y.: Alfred A. Knopf, 1958.

*Martindale, Don The Nature and Types of Sociological Theory. 2nd. Edition. Cambridge, Mass.: Houghton Mifflin Co., 1981.

Sorokin, Pitirim A. Contemporary Sociological Theories. N.Y.: Harper & Brothers, 1928.

*Szacki, Jerzy History of Sociological Thought. Westport, Conn.: Greenwood Press, 1979.

Timasheff, Nicholas S. and Theodorson, George A. Sociological Theory: Its Nature and Growth. 4th Edition. N.Y.: Random House, 1976.

*Zeitlin, Irving M. Ideology and the Development of Sociological Thought. 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall, 1981.

2. Supplementary Reader in Sociolgical Theory

Parsons, Talcott, Shils, Edward, Naegele, Kaspar D., and Pitts, Jesse R. (eds.) Theories of Society: Foundations of Modern Sociological Theory. N.Y.: The Free Press of Glencoe, 1961. Two Volumes.

3. Selected Collections of the Writings of Major Theorists:

a. Saint-Simon, Henri de Social Organization and the Science of Man and Other Writings. (Ed. & Trans. by Felix Markham) N.Y.: Harper & Row, 1964. (A Harper Torchbook)

b. Comte, Auguste Auguste Comte and Positivism: The Essential Writings. (Ed. by Gertrud Lenzer) N.Y.: Harper & Row, 1975. (A Harper Torchbook)

*c. Marx, Karl Karl Marx: Selected Writings in Sociology and Social Philosophy. (Ed. & Trans. by T. B. Bottomore) N.Y.: McGraw-Hill Book Co., 1964. (A McGraw-Hill Paperback)

d. Spencer, Herbert Herbert Spencer on Social Evolution: Selected Writings. (Ed. by J.D.Y. Peel) Chicago: University of Chicago Press, 1972. (A Heritage of Sociology Paperback.)

e. Veblen, Thorstein The Portable Veblen: The Essence of the Work and Thought of One of American's Great Original Minds. (Ed. by Max Lerner) N.Y.: The Viking Press, 1958. (A Viking Paperback.)

*f. Durkheim, Emile Emile Durkheim: Selected Writings in Sociology & Social Philosophy. (Ed. by Anthony Giddens) Cambridge; England: Cambridge University Press, 1972. (A Cambridge Paperback)

*g. Mead, George Herbert George Herbert Mead on Social Psychology Selected Papers. (Ed. by Anselm Strauss) Chicago: University of Chicago Press, 1964. (A Heritage of Sociology Paperback)

h. Pareto, Vilfredo Vilfredo Pareto: Sociological Writings. (Ed. by S.E. Finer & Trans. by Derick Mirfin) N.Y.: Frederick A. Praeger, 1966...(A Praeger Paperback.)

i. Simmel, Georg Georg Simmel on Individuality and Social Forms: Selected Writings. (Ed. by Donald N. Levine) Chicago, University of Chicago Press, 1971. (A Heritage of Sociology Paperback)

*j. Weber, Max From Max Weber: Essays in Sociology. (Ed. & Trans. by H. H. Gerth and C. Wright Mills) N.Y.: Oxford University Press, 1958. (A Galaxy Paperback)

k. Thomas, William I. W. I. Thomas on Social Organization and Social Personality: Selected Papers. (Ed. by Morris Janowitz) Chicago: University of Chicago Press, 1966. (A Heritage of Sociology Paperback)

l. Znaniecki, Florian Florian Znaniecki on Humanistic Sociology: Selected Papers. (Ed. by Robert Bierstedt) Chicago: University of Chicago Press, 1969. (A Heritage of Sociology Paperback)

m. Park, Robert E. Robert E. Park on Social Control and Collective Behavior: Selected Papers. (Ed. by Ralph H. Turner) Chicago: University of Chicago Press, 1967. (A Heritage of Sociology Paperback)

n. Mannheim, Karl From Karl Mannheim. (Ed. by Kurt H. Wolff) N.Y.: Oxford University Press, 1971. (A Galaxy Paperback)

4. For Short Overviews of Contributions and Biographies of Most Key Figures in the Development of Sociological Theory

Sills, David L. (Ed.) International Encyclopedia of the Social Sciences. N.Y.: Macmillan & The Free Press, 1968. 17 vols. (Abbreviated IESS in course outline.)

5. Other References on Library Reserve

*Bottomore, Tom and Nisbet, Robert (Eds.) A History of Sociological Analysis. N.Y.: Basic Books, 1978.

*Merton, Robert K. Social Theory and Social Structure (Enlarged Edition) New York: The Free Press, 1968.

*Weber, Max The Methodology of the Social Sciences. (Trans. & Ed. by Shils and Finch) Glencoe, Ill.: Free Press, 1949.

*Hall, Calvin S. and Lindzey, Gardner Theories of Personality. N.Y.: John Wiley, 1957.

*Sampson, Samuel F. "Utilities, Systems, Residues, Cycles, and Elites: The Briefer Trattato" Contemporary Sociology, March 1981, Vol. 10, #2, pp. 180-185.

III. COURSE ADMINISTRATION

A. LIBRARY RESEARCH PROJECTS AND CLASS PRESENTATIONS

At the first meeting of the course each student will be assigned at random the names of three major figures in the development of sociological theory but not featured in the required reading. The student will conduct a focused library search to identify the notable; to secure his/her biographical specifics and intellectual context, the titles and dates of his/her major works, the nature of the ideas he/she advanced, and the influence he/she exerted on the work of the major sociological theorists featured in the course.

The student will be prepared to make a brief classroom presentation on or answer questions concerning the subjects he/she has been assigned on or subsequent to the following dates:

#1, September 7

#2, September 28

#3, October 12

Each class presentation will be awarded from 0 to 10 points (worth 0 to 5.5% of final grade); based upon the adequacy of presentation. Presentations will be brief and may be voluntarily introduced by the student when appropriate or in response to direct question(s) of the instructor. You will be the class expert on the notables assigned to you. (Presentations=16.7% of course grade.)

B. EXAMS

There will be two course examinations, a midterm and a final, each covering one-half of the required course reading and lectures. The exams will be of equal value and will consist of approximately 75 objective-type questions. The student will have up to three hours to complete each exam. The exams are comprehensive and questions are ordered to correspond to the sequence of the presentation of material in the course. They are intended not only to fairly evaluate the student's command of the material but to serve as a learning tool by reexposing the student to the most important ideas in the course in an orderly fashion. Each exam will be awarded up to 75 points. (Exams = 83.3% of course grade)

C. OPTIONAL TERM PAPERS

Each student has the option of contracting with the instructor to submit an original term paper on a mutually agreed upon theoretical topic for extra credit. An optional term paper will be awarded up to 30 points. (Term Paper = 16.7% bonus on course grade)

Topics may include: (a) A critical exposition of the major contributions of a sociological theorist not featured in the course whose major work was done prior to 1940; (b) A detailed treatment of a major methodological or theoretical problem in the works of any theorist of the period; (c) A critical essay comparing two or more theorists on a focal concept, approach, or problem; (d) An exposition of a contemporary (since 1940) theorist's attempt to revise and/or elaborate upon the theoretical work of a theorist of the period or to combine the insights of two or more theorists of the period; (e) A detailed critical review of a major substantive work by an theorist of the period; (f) An essay tracing the development of a key sociological concept in the works of one or several theorists of the period; or (g) A review of the contemporary research literature bearing upon the empirical adequacy of a key theoretical concept or proposition advanced by a theorist of the period. The possibilities are limited only by the student's sociological imagination and interest.

Topics must be selected in consultation with the instructor by Oct. 26. Paper outlines and references must be approved by the instructor by Nov. 16. Papers are limited to 25 typewritten, double-spaced pages and must be submitted in two copies (the original and one copy) on or before the last meeting of the class, Dec. 7. The original will be retained by the instructor and the copy together with the instructor's comments and evaluation will be returned to the student by the end of the Exam Period.

IV. BASIC COURSE OVERVIEW

Meeting #	Date	Major Topics and Activities
#1	Aug. 31	Course Overview and "What is a theory anyway and so what?"
		The Origins of Rational-Empirical Inquiry into the Nature of Sociocultural Structure and Change
#2	Sept. 7	Reactionary, Conservative and Progressive Reactions to the French Revolution and the American Experiment & Auguste Comte
#3	Sept.14	Karl Marx and Friedrich Engels
#4	Sept.21	Herbert Spencer & "Social Darwinism" or Spencerianism in America: Sumner & Ward
#5	Sept.28	Thorstein Veblen & Charles Horton Cooley
#6	Oct. 5	Emile Durkheim
#7	Oct. 12	The Concept of Culture
#8	Oct. 13 (Thurs.) (Special Session)	*MIDTERM EXAM (Evening-7P.M.)

IV. BASIC COURSE OVERVIEW - Cont'd

Meeting #	Date	Major Topics and Activities
#9	Oct. 19	George Herbert Mead
#10	Oct. 26	Vilfredo Pareto & Sigmund Freud (Optional Paper Topic)
#11	Nov. 2	Georg Simmel & Ferdinand Tönnies
#12	Nov. 9	Max Weber
#13	Nov. 16	William I. Thomas and Florian Znaniecki (Optional Paper Outline)
#14	Nov. 30	Robert E. Park
#15	Dec. 7	Pitirim A. Sorokin & Karl Mannheim (Optional Paper Due)
#16	Dec. 14 (Wed.)	*FINAL EXAM 7P.M.

*Exam Preview Sessions (Optional)

TO BE ARRANGED

BEST COPY AVAILABLE

SOCIOLOGY 101
Development of Social Thought
Fall, 1983
T.Th 11:10-12:24, G307

Dr. Ruth Wallace
The George Washington University
Bldg. D205, X6800
Office Hours: T. 12:30-1:30;
W. 2-4; Th. 10-11

Purpose: A review of the history of sociological thought from 1840 to 1940. The focus is on theorists whose classical writings are still influential today.

Required texts: (in bookstore and on library reserve)
Lewis Coser, Masters of Sociological Thought, 2nd ed., Harcourt, Brace, Jovanovich.
Marcello Truzzi, Sociology: The Classic Statements, Random House.

Recommended: (on reserve in library)
Patricia Lengermann, Definitions of Sociology, Merrill.

Requirements: Students may select any three of the four requirements in this course. Three of the requirements are three short papers (minimum length: 6 pages) due on Oct. 4, Nov. 1 and Dec. 1. There will also be a final examination (the 4th requirement) which will be on Dec. 13 from 1-3 PM.

Grading Policy: Each requirement contributes 30% to the final grade. Class participation contributes 10%. Late papers will be lowered one grade.

Course Schedule and Readings

Dates	Topic	Assignment
9/6,8	The Emergence of Sociology in Europe	Lengermann, Ch. 1-3
9/13, 15	Comte and Spencer	Coser, 3-41; 89-127; Truzzi 39-54.
9/20,22	Marx	Coser, 43-87
9/27,29	Marx	Truzzi, 202-222
10/4*,6	Durkheim	Coser, 129-174
10/11,13	Durkheim	Truzzi, 55-65, 133-144, Lengermann, Ch. 9
10/18,20	Weber	Coser, 217-260, Lengermann, Ch. 7
10/27,27	Weber	Truzzi, 169-179; 195-201; 317-328
11/1*		
11/3,8,10	Simmel	Coser, 177-215; Truzzi, 27-361
		Langermann, Ch. 4 & 10.
11/15, 17	Mead	Coser, 33-356; Truzzi, 265-273
11/22	Mead	Lengermann, Ch. 6 & 8

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Ruth Wallace

11/29/12/1*	Thomas and Park	Coser, 311-360; 237-336
12/6	Discussion and Review	
*Paper due.	Paper topics: See Attached.	

First Paper Topic: Your goal is to show how the theoretical viewpoints of Spencer and Marx can be used to make sense of contemporary events. From current newspapers or recent magazine select one article for each theorist, an article which you think "fits" in with some central idea that the theorist presented (e.g., evolution, social class, etc.). The articles must be on domestic, not foreign events. In your paper, briefly summarize the issue in each article, describe the theory that you think it fits, and say why you think the theory is a sound one or not. Attach a copy of the news items to your paper. **Due October 4th. Maximum length: 6 pages.**

Second Paper Topic: Imagine that you are present during a discussion between Emile Durkheim and Max Weber regarding the movie "The Wilmar 8." (This movie will be shown in class on Oct. 20th). On what aspects of that movie would Durkheim and Weber agree or disagree?What aspects of the movie would each theorist emphasize? Why? In your paper bring out the central sociological concepts of each theorist which help to analyze the particular aspects of the movie. Due Nov. 1. Maximum length: 6 pages.

Third Paper Topic: Keep a journal record of one day in your life during the month of November, 1983. Then write a paper in which you select aspects of this record which would have interested (a) Simmel; (b) Mead; and (c) Park. Describe how each of these theorists would have analyzed these experiences. Attach your journal. Due Dec. 1. Maximum length: 6 pages.

Sociology 371 The University of New Mexico/Albuquerque
HISTORY OF SOCIAL THOUGHT COURSE OBJECTIVES Charles E. Woodhouse

This is a course in the history of theory-building in sociology. There are three purposes for giving the course and for designing it in a certain way. Your work will be judged on the basis of how well you understand these purposes and how well you make use of them in your examinations and paper.

1. To develop an understanding of the significance of theory in the observation of, and scientific study of, the social world. Many people OBSERVE the social world around them and try to make some sense out of what is happening there. Theory can help, because it provides a way to relate some facts to other facts, so that with further observation one can begin to answer questions like, "Given the conditions made evident by certain surprising events, couldn't these events be expected to occur as a matter of course?" Or, "If we want something new to happen that hasn't happened before, are there not some conditions that have to be changed first?"

A smaller number of people are lured by the possibility of developing our ability to PREDICT future events with some degree of scientific precision. This goes beyond commonsense speculation of a day-to-day nature, to the systematic analysis of social facts, with the hope of coming up with empirically verifiable generalizations about social phenomena. This kind of work requires imagination, intuition, and what might be called the "art" of science: you look at the social world and try to imagine what forces are at work to make things happen the way they do; you make an ABSTRACTION from the whole scene and try to single out the variables involved. And you do this for some reason, because you have a PROBLEM to solve, some question in mind, some puzzling set of conditions or events you would like to be able to explain. Starting with a problem, then, the theorist tries to solve it by identifying the variables at work and by discovering how these variables are related to each other. But he does not do this without some provocation or incentive; and the imagination he brings to the task is the product of his experience, and his experience in turn is the product of history.

2. The second purpose of the course, then, is to develop some understanding of the part that history plays in theory-building. First, it sets the problems which could inspire intellectually-oriented people to develop theory. As we shall see, the French Revolution of 1789 and the Industrial Revolution of the late eighteenth and early nineteenth centuries did provide two major sources of problems for social theorists. The consequences and ramifications of these two developments are still working themselves out today, almost two hundred years after they occurred.

Second, history provides a theorist with the intellectual context for his thinking, with the imagination he brings to the problems which emerge from the social, economic, or political circumstances in which he lives.. To develop a theory that will solve these problems he needs a sense of what variables might be operating on the social scene, and how these variables may be related to each other. This sense comes from the ideas and concepts that other thinkers have developed in the past. Three examples of developments which provided such "mental frameworks" are: the success of an empirical study of the physical universe represented by the work of Galileo, Newton and others in the seventeenth century; the philosophical movement known as the Enlightenment which centered in France in the eighteenth century; and the romantic-conservative reaction to the Enlightenment which occurred in the early nineteenth century. In each of these developments, precedents of thought were set which structured the imaginations of those who attempted to develop theories of society. (Indeed it might be suggested that the development of sociology as a science resulted from the disappointment of those hopes for human progress and the utility of reason which the Enlightenment had raised).

Third, history determines the institutional context in which a theorist's work is carried on. The sharpest distinction here is between the theorist who is an "amateur" and the one who is a "professional." This distinction has nothing to do with one's intellectual competence; it has to do with whether he makes his living by working in a university or whether he makes his living otherwise. The difference is that if a person is an "amateur" and makes his living outside of an academic institution, he is more likely to be motivated by a desire to bring about some change in the social order, and to win support from anyone in the society who understands the problems he is concerned with. Also, he is more likely to be self-educated and to take seriously ideas that come from outside the academic world. The "professional", on the other hand, is more likely to draw his intellectual inspiration from his academic teachers, and to be motivated by career opportunities in the academic world which are enhanced if he can impress other academicians with the quality of his thought.

We shall see this transition from "amateurism" to "professionalism" as we trace the development of sociological theory. A kind of "professional encapsulation" takes place as later theorists face the choice between partisan involvement in the affairs of the day, on the one hand, and detachment from these affairs in order to acquire knowledge for other purposes. Of course the "professional" sociologist is not found only in the universities. He may work for private corporations, or for governmental agencies at the federal or state level. But his chances to be recognized for the development of theory tend to be limited by the greater credibility which editors and publishers normally grant to the writings of sociologists who are connected with the universities. Thus, with the institutionalization of sociology in the universities, we have seen in the twentieth century a diminution of theory development on the part of persons outside of universities and a great proliferation of separate 'schools of thought' in theory that are identified with certain universities, or circles of academic persons connected with universities.

Detaching oneself from the affairs of the day permits one to engage in research and to develop theory, for the purpose of justifying the discipline he works in. This motivation has had a lot to do with the development of theory in sociology because one of the purposes of those who tried to justify sociology as a new science was to show that they, as sociologists, were discovering variables in the social world which were not being studied by scholars in other disciplines. Then the question of which theory is right, or more useful, came to be argued by academicians among themselves, and theory-building became "encapsulated", so to speak, in an "ivory tower" setting. This does not mean that theory itself has become less realistic; indeed, the research it is based on may be done just as thoroughly and carefully as that done by "amateurs"; but it does mean that the problems which inspire scholars to develop theory are more likely to emerge from the work of other academicians than from current social and political conditions. So when we try to show the part that history has played in theory-building, we have to look at the social milieu of the academic community as a variable that intervenes between theory at one end and the social, political and economic conditions of society at the other.

3. Finally, the third purpose of the course is to make you acquainted with the sociological theories of a selected group of thinkers whose contributions have had lasting value and still influence the intellectual imagination of sociologists today. The readings assigned have this principal purpose, Some of these are "secondary" treatments (Aron on Montesquieu and Aron and Mill on Comte). But other readings (from Marx, Durkheim, Simmel, and Weber in the ESSAYS) are original writings in translation. You will have detailed assignments in each of these readings. These will be announced as necessary, for exams and papers. Also, in lectures, considerable attention will be given to the contents of these materials; it will help in one way if you have done the reading before the lectures; it will help in another way if you also go over it afterward. You will see why if you try it both ways.

Sociology 371 COURSE OBJECTIVES

Here is a preliminary guide to what to look for in the readings. Every theorist has one or more "points of departure" for his analysis of society. Each point of departure is the assumption that a theorist makes about the type of facts it is necessary to know about in order to explain social phenomena. Different theorists may be compared with each other on this basis. Here are examples of the different types of facts which theorists may assume it is necessary to know about when studying society:

'We can explain social phenomena if we know . . .'

(a) the "human nature" of men; or

(b) the beliefs and values that men share in common, which form the basis of social consensus; or

(c) the mode of economic production in a society and the social relations created by this; or

(d) the norms which regulate human behavior and the extent to which people are committed to abide by these norms, as members of social groups; or

(e) the forms or patterns of interaction which characterize reciprocal relations between people; or

(f) the subjective meaning that individuals attach to their own conduct and the conduct of others; or

(g) the structure of social groupings and social relationships in a society, and the integration of these groupings and relationships.

Each of these "points of departure" determines the kind of research that a theorist may do in support of his theory, or from which his theory is derived. We shall be looking at the work of different theorists from this point of view, to show how they laid the groundwork for modern sociology.

Sociology 371 HISTORY OF SOCIAL THOUGHT
Fall 1983 Syllabus

Mr. Woodhouse
1915 Roma N. E. Rm. 130
277-4100
Office hours: Mon. 10-11
Wed. 3-4
or by appointment

BOOKS YOU ARE REQUIRED TO OWN: (in order of their use during the term, but get them all before the middle of the term)

Copies should be available at the UNM Bookstore and at the Student Bookstore, 2122 Central S. E. just west of Yale.

Raymond Aron, MAIN CURRENTS IN SOCIOLOGICAL THOUGHT, Volumes 1 and 2

Emile Durkheim, MONTESQUIEU AND ROUSSEAU

T. B. Bottomore and Maximilien Rubel (eds), KARL MARX: SELECTED WRITINGS IN SOCIOLOGY AND SOCIAL PHILOSOPHY

Karl Marx and Friedrich Engels, THE GERMAN IDEOLOGY (ed. by C. J. Arthur)

Karl Marx, THE COMMUNIST MANIFESTO (Samuel H. Beer, ed.)

Emile Durkheim, SUICIDE

Georg Simmel, THE SOCIOLOGY OF GEORG SIMMEL (Kurt Wolff, ed.)

H. Gerth and C. W. Mills, (eds.) FROM MAX WEBER: ESSAYS IN SOCIOLOGY

Reinhard Bendix, MAX WEBER: AN INTELLECTUAL PORTRAIT (1977 edition)

BOOKS RECOMMENDED BUT NOT REQUIRED:

Emile Durkheim, RULES OF THE SOCIOLOGICAL METHOD

Emile Durkheim, THE DIVISION OF LABOR IN SOCIETY

Max Weber, THE PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM

USEFUL REFERENCES (In Reference section, Zimmerman Library)

ENCYCLOPAEDIA OF THE SOCIAL SCIENCES

INTERNATIONAL ENCYCLOPEDIA OF THE SOCIAL SCIENCES

SCHEDULE OF ASSIGNMENTS AND EXAMINATIONS

	Lecture and Discussion Topics
First period Aug. 22-Sept 19 (See exam next page) (See study questions for period)	The 18th century Enlightenment in France: the value placed on nature, reason and knowledge as the basis for men's control over social institutions. Rationality as a universal capacity of human beings. The idea of "progress" as a process of historical change. The relation between French political realities and French philosophical ideals: Montesquieu and Rousseau. How the Revolution of 1789 represented the ideas of Rousseau--the destruction of intermediate associations and the enforcement of a national consensus. The Conservative-Traditionalist reaction against the Revolution and the Enlightenment, and the value placed on social

solidarity. How Auguste Comte reconciled the Enlightenment and Conservative philosophies in defining Sociology as a science.

Sept. 19 Essay Examination, covering the following readings plus lectures to this date:

Read these assignments in the following order:

Durkheim, MONTESQUIEU AND ROUSSEAU, chapters on Montesquieu
Aron, MAIN CURRENTS IN SOCIOLOGICAL THOUGHT, Vol. 1, chapters on Montesquieu
Durkheim, MONTESQUIEU AND ROUSSEAU, chapters on Rousseau
Aron, chapters on Comte

Second period: Sept. 21-Oct. 10 KARL MARX (1818-1883)

How Marx assumed man's inherent rationality and focused on historical obstacles to the achievement of rational control over social institutions. How he developed his point of departure as the "relations of economic production." The influence of Hegel Feuerbach, and French socialism on his early thought. Marx' and Engels' conceptions of "historical materialism, "alienation," "class struggle" as features of modern capitalism. The relation of ideas to the structure of social relations. Application of Marx' point of departure to contemporary problems.

Oct. 10 Paper on the sociology of Karl Marx. A full description of this assignment will be handed out Sept. 19.

Third period: Oct. 10-Nov. 7 EMILE DURKHEIM (1858-1917)

How the career of Durkheim represents a continuation of the Enlightenment stress on the value of science for controlling institutions, and a response to the defeat of France by Germany in the Franco-Prussian war. Durkheim's break from the academic traditions of France and his formulation of the scientific basis of sociology. His point of departure is the normative structure of society--the "conscience collective" and the "morphology" of social order. The Division of Labor in Society; The Rules of the Sociological Method; the combination of theory and research methodology in his study Suicide; his sociology of religion. How Durkheim carried out the "institutionalization" of academic sociology as a new discipline in France.

Nov. 7 Paper on Durkheim's Suicide; assignment to be handed out Oct. 10.

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Fourth period: Nov. 7-21 — GEORG SIMMEL (1858-1918)

How Simmel's perception of society differs from those of Comte, Marx and Durkheim; the focus on social interaction as a point of departure. His conception of sociology as a science, based on "abstraction" and "synthesis" in analyzing forms of interaction. His application of the sociological method to common interactive experiences, such as sociability; dyadic and triadic groups; secrecy and secret societies; conflict; the role of the stranger; the philosophical problem posed by life in the metropolis. How Simmel has influenced sociology in the United States; links through Robert Park and the University of Chicago.

Nov. 21 Essay Examination on the sociology of Simmel; readings to be assigned on Nov. 7.

Fifth period: Nov. 23-Dec. 9 — MAX WEBER (1868-1920)

How Weber's intellectual career, like that of Marx, represents an attempt to discover the historical conditions which affect man's exercise of rationality. But Weber looks for the conditions which have brought about a commitment to the exercise of rationality in the conduct of institutions. This focus on commitment stems in part from Weber's distinctive point of departure in the analysis of social life: he defines social action as behavior that is conditioned by the subjective meaning of behavior for those engaged in it.

Weber applies this approach in a broad-scale effort to discover why, in Western civilization (in contrast to other civilizations), the governmental and economic institutions, as well as science, philosophy, art, music, architecture and religion--are all marked by a unique rationality which seems to have originated in the West. The effort to explain this permeates his historical and comparative studies in the sociology of religion (The Protestant Ethic and the Spirit of Capitalism, followed by studies of China, India and ancient Palestine); the sociology of politics, the history of economic development--on a scale which continues to challenge serious students of social change and the history of culture.

READING ASSIGNMENTS and study questions on Weber will be handed out on Nov. 21. His work will be covered in questions on the Final Examination.

The Final Examination for this course will be given on Thursday, Dec. 15, at 8:00-10:00 a.m. in this classroom. Further details on the Final Exam will be handed out soon after Nov. 21.

See next page for course policies.

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COURSE POLICIES:

No makeups will be given for examinations missed. If you furnish a medical excuse, from appropriate sources, the exam will not be counted and your grade for the course will be based on the rest of your work including the Final Examination.

CR (instead of a regular grade) will be granted for only the work of "C" quality or higher. If this course is to be counted towards a Sociology major or minor, a REGULAR grade must be recorded for it.

You are subject to disenrollment for excessive absences. If you decide to drop the course, you are personally responsible for doing this officially according to the published deadlines; the same applies to withdrawing from the University.

Please COMMUNICATE PROMPTLY with me when you have problems. Take advantage of my office hours or make a special appointment if that is not possible. Every semester there are one or two people who wish they had come in sooner than they did.

See the separate handout for a complete statement of Course Objectives.

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STUDY QUESTIONS FOR FIRST EXAM, SEPTEMBER 20

Here are four different questions which suggest how you may compare the theoretical ideas of Montesquieu, Rousseau and Comte. If you keep these and refer to them as you listen to lectures and do your reading, they can help identify what is significant and also provide a basis for questions to raise in class meetings as we go along. The essay questions on the examination will be based on the material dealt with in these questions. Please do not be surprised to discover then that they do.

1. Each of these three theorists was concerned in some way with the role or function of "intermediate associations" in any society; these refer to whatever social groupings might be seen to 'stand between' individuals in the society and the highest level of political authority. Distinguish the concern that each theorist had with these associations or groups and show how this is reflected in each one's theory.

2. Each of these theorists was concerned in some way with the importance of "consensus" as a factor affecting the behavior of people in a society; "consensus" refers to the extent of common beliefs, values or standards of conduct among members of a society. Note that "consensus" in this usage does not include patterns of cooperative action, or interdependence which might bind a society together; in the usage of this question, "consensus" refers to agreement on ideas; this is a distinction that students often miss. With respect to the importance they place on consensus as we use it here, show how each theorist is similar to, or different from, the others.

3. Both Montesquieu and Rousseau lived and wrote before the coming of the French Revolution of 1789 and both were concerned with the conditions conducive to political liberty. Comte, however, lived and wrote in the period after the Revolution had occurred, and in his theory of "social statics" showed more concern for the conditions making for social order and social solidarity. Account for the difference between Comte and the other two, and show how the theories of each are alike or different in respect of this question.

4. Neither Rousseau nor Montesquieu developed their theories on the basis of some hypothesized process of PROGRESSIVE change going on in societies over historical time. Yet in his theory of "social dynamics", Comte centered on this process and tried to show how "progress" has occurred. By reference to the theories of each of the three men, can you explain this difference between Comte and the others?

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Paper on the sociological theory of Karl Marx, due

READINGS REQUIRED:

Aron, MAIN CURRENTS IN SOCIOLOGICAL THOUGHT, Vol. 1

Chapter on Marx and also the chapter, "The Sociologists and the Revolution of 1848"

Marx and Engels, THE GERMAN IDEOLOGY (Ed. by C. J. Arthur)

Part I ("Feuerbach") and the "Theses on Feuerbach"

Marx and Engels, THE COMMUNIST MANIFESTO

Bottomore and Rubel (eds.) KARL MARX: SELECTED WRITINGS IN SOCIOLOGY AND SOCIAL PHILOSOPHY (Choose sections according to your topic)

PURPOSE AND STRUCTURE OF THE PAPER:

Develop an exposition of one of three aspects of Marx' theory: (a) Historical materialism, or the materialist view of society and history, particularly as this provides a way of explaining social change; the change from feudalism to capitalism is the best documented example; (b) Alienation and the "Fetishism of Commodities". Alienation is the process whereby people become the victims of their own actions or creations, and the fetishism of commodities represents the substitution of market relations among people, in place of direct interaction and communication. Alienation and the fetishism of commodities can be viewed as types of social control developed in the capitalistic system of economic production; or (c) Social classes, the division of society into classes based on people's positions in the system of economic production. Here the focus can be placed on the conditions which make it possible for such a system of class divisions to be changed so that a new form of society is created. This has happened in the past; the question is whether it can happen in the future as well.

The ideas and information for the paper will come from class lectures and from your reading in the sources assigned above. In the readings you will have to search and dig out the relevant material; it is not, in its present form, arranged to suit just the division of topics I have sorted out here. Aron's chapters on Marx will first give you an overview, to help define the three topics. In The German Ideology and in the Communist Manifesto you will find detailed treatment of historical materialism and the transition from feudalism to capitalism. In selected portions of Bottomore and Rubel, and in Aron, you will find discussions on alienation and the fetishism of commodities; and in the German Ideology, in Aron's two chapters and in Bottomore and Rubel you will find materials devoted to the subject of social classes. Your paper will be graded according to how far you go in using these readings, in conjunction with ideas in lectures.

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History of Social Thought
Marx Assignment (cont'd.)

DETAILED INSTRUCTIONS ON EACH TOPIC

1. Historical materialism

Write a paper on the materialist theory of historical change, focusing on the transition from feudalism to capitalism.

Marx and Engels distinguished four elements* in every society's mode of production, as follows:

Nature, or the natural resources used for making goods;

Tools, or the technology used to work on these natural resources;

Labor, or the skills and mental planning used in purposefully applying the tools to the natural resources;

Social cooperation, or the system of dividing labor, of specialization, and the whole system of intergroup relations (class structure, organizations, property relations) by which men work together (competitively or cooperatively) to produce the means of their subsistence.

*Classification adapted from Vernon Venable, Human Nature, the Marxian View

Show how changes in any one or more of these elements affected the others in the transition from the feudal to the capitalist stage of economic production.

2. Alienation and the Fetishism of Commodities

Write a paper which focuses on how alienation and the fetishism of commodities function as the operation of market forces distinct from political or social forces which affect the behavior of people in society. Some of the following questions may be helpful:

(a) How does the worker alienate himself under capitalism?

(b) How does the capitalist alienate himself?

(c) Why is this alienation possible and necessary under capitalism?

(d) How does the fetishism of commodities serve as a means of social control under capitalism?

3. Social Classes

Write a paper which focusses on how the division of people under capitalism creates the possibility for collective action on their part either to defend the existing system or to change it. Some of the following questions may be helpful:

(a) What is the basis on which Marx distinguishes one class from another?

(continued on next page)

(b) What is the meaning of Marx' distinction between a "class-in-itself" and a "class-for-itself"?

(c) What factors, in addition to alienation, could be conducive to collective action on the part of people who belong to a "class-in-itself"?

(d) Why does Marx believe that a victory of the proletariat over the bourgeoisie would result in a classless society?

(e) How does Marx show the connection between class interests, political ideology, and political behavior in feudal and capitalist societies?

FORM AND STYLE OF THE PAPER:

Paper should be typed, on 8½ x 11 white bond (not onionskin). Typing should be double-spaced, using a dark ribbon, leaving one-inch margins. Pages should be numbered. Cover the paper with a title page bearing the title, course, and your name and the date. Staple or clip at the upper left corner. DO NOT USE A BINDER!

Please take care with grammar and spelling; the better your paper is in this respect, the easier it will be to follow your thoughts clearly. Be careful with your use of sources. Whenever you quote a passage directly from any of the readings, be sure to enclose it with quotation marks and cite the source properly in a footnote. Use professional footnote style, following the usage of the AMERICAN SOCIOLOGICAL REVIEW or the STUDENT SOCIOLOGIST'S HANDBOOK. Then you won't have to put footnotes at the bottom of a page or at the end. If you don't know proper style, look it up or find a classmate who knows it.

One basis for grading your paper will be evidence that you have done the reading pertinent to your topic, and have used the pertinent materials in the reading assigned here. It is of course legitimate to consult other sources, so long as you don't leave out the assigned readings where they are applicable.

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READING ASSIGNMENTS ON MAX WEBER

1. In Raymond Aron, MAIN CURRENTS IN SOCIOLOGICAL THOUGHT, Vol 2:

   Sections on Weber: I The Conception of Science
   II Science and Action

2. In Reinhard Bendix, MAX WEBER: AN INTELLECTUAL PORTRAIT:

   Chapters I, III, IV, plus the following:

   Either one chapter in the sociology of religion (China, India, or Ancient Palestine), or one chapter in the sociology of politics (Charismatic Domination, Traditional Domination, or Legal Domination in Ch. XIII "The Modern State and the Struggle for Power")

3. In Gerth and Mills, FROM MAX WEBER: ESSAYS IN SOCIOLOGY:

   Read either "The Protestant Sects and the Spirit of Capitalism",
   or "Class, Status, Party"

FINAL EXAMINATION will be held Thursday, December 15, at 8:00-10:00 a.m. in our classroom. Bring blue books and be prepared to write in ink.

The exam will consist of two parts: (A) Questions on the sociological theory and research of Max Weber; (B) A question asking you to compare certain major theorists we have dealt with in the course.

STUDY QUESTIONS ON WEBER:

1. Max Weber's point of departure for the study of society lies in the importance he gives to the subjective meaning that action has for the individuals who participate in economic, religious, or political activity and in the everyday round of social life. The meaning attached to actions can be analysed in terms of "ideal interests" (values, ideals, standards of conduct) or "material interests" (wealth or political power). For Weber, either "ideal interests" can influence "material interests," or "material interests" can influence "ideal interests," and which direction this influence takes must be investigated historically and empirically in any single case.

   In his studies, Weber saw religious beliefs as one source of ideal interests that could have an influence on the way people pursue their material interests, and he attempted to illustrate this in a study of the influence of Protestant religious beliefs on the development of modern "bourgeois capitalism" in the Western world. He did this by investigating the relationship between Protestant religious doctrines (particularly Calvinism) and the kind of economic behavior that promoted the development of bourgeois capitalism.

   a. Distinguish "bourgeois capitalism" from other forms of economic activity.
   b. Distinguish what he means by the "spirit of capitalism."
   c. Distinguish what he means by the "Protestant ethic."
   d. Describe the relationship between the Protestant ethic and the spirit of capitalism.

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Study Questions on Weber

2. Besides attempting to show how "ideal" interests govern men's conduct, Weber was also concerned with explaining why the rationality exemplified by bourgeois capitalism was unique to Western civilization, originating there and not elsewhere. In view of this concern, why did he undertake the study of religion in China, India and Ancient Palestine?

3. In his studies of religion in China, India and Ancient Palestine, Weber sought to show how the beliefs promoted and maintained by a specific "status group" came to be adopted by the broad masses of people in a particular society. His analysis would be covered by the following:

   a. Identify and describe the "status group" which promoted the major religious doctrine.
   b. Describe the beliefs involved in this religious doctrine.
   c. Show how the practical ethic of everyday conduct which such a doctrine promoted, could either be conducive or detrimental to rational economic conduct such as that which emerged in the West.

4. In the essay, "The Protestant Sects and the Spirit of Capitalism," Weber shows how the influence of the Protestant beliefs came to affect the economic behavior of believers. How did the Protestant sects operate to exercise control over the behavior of their members? How did the sects promote the kind of economic "individualism" we are familiar with in modern American society?

5. Weber says, "How 'class,' 'status groups' and 'parties' are phenomena of the distribution of power within a community." What does he mean by this statement?

   What does Weber mean by saying that "status groups are the specific bearers of all 'conventions'"?

   What determines the relative importance of "status" and "class" in the distribution of power?

6. In his studies of the sociology of politics, Weber sought to show that political domination (the exercise of authority by the few over the many) depends upon the acceptance of that authority by those over whom it is exercised; this makes the authority legitimate, and this legitimacy is based on some principle which justifies the exercise of authority. Weber said that there are three types of authority, depending on the principles which justify them: "charismatic," "traditional", and "legal."

   a. Define and distinguish these three types.
   b. Choose one of these types for more extended discussion and focus on the problems which typically arise to create instability or conflict under that type of domination.

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Spring, 1983

Woodhouse

Here is the question you will be asked to answer on the Final Examination. Prepare to answer it in the examination, without the use of books or notes.

All through this course, we have used the term "society" as the common object of study by Marx, Durkheim, Simmel and Weber. Raymond Aron, in his section on Durkheim's "Philosophy and Morality", says that Durkheim "reifies" society (treats it as something real apart from the individuals or groups which compose it), but Aron thinks that "society" is simply an abstraction conceived for scientific or heuristic purposes.

If "society" is an abstraction based on something that is real, it should be possible to ask whether every theorist means the same thing when he uses the term. This is the same as asking whether every theorist starts out with the same reality as the basis for his theories about social behavior.

(a) Compare the theorists according to what facts they think are necessary to know in order to explain social behavior. What "image" does each theorist have of "society" when he thinks of it?

(b) For each theorist, briefly identify one major problem or topic he deals with and show how his image of society has influenced his treatment of this problem or topic.

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REGIS COLLEGE
Weston, Massachusetts

Department of Sociology

SO 315
Sociology of Everyday Life

Fall 1983
Louise Levesque-Lopman

Office Hours: (College Hall L-7)
Monday 1:00 - 2:00 p.m.
Tuesday 1:00 - 2:00 p.m.
Wednesday 10:30 - 11:30 a.m.
And By Appointment

COURSE OUTLINE

Required Reading

Book:
Warren Handel, Ethnomethodology: How People Make Sense, New Jersey: Prentice-Hall, 1982.

Articles: (In order of assignments)
Judson R. Landis, "Sociological Theories," from Sociology: Concepts and Characteristics, 4th ed., California: Wadsworth, 1980.
Robert H. Lauer and Warren H. Handel, "The Study of Everyday Life," from Social Psychology, Boston: Houghton Mifflin, 1977, pp. 246-273.
Edward T. Hall, "Time Talks: American Accents" and "Space Speaks," chapters 9-10 in Hall, The Silent Language, New York: Anchor, 1973, pp. 140-185.
Robert H. Lauer and Jeanette C. Lauer, "What Mean These Clothes?" Chapter 1 in Lauer and Lauer, Fashion Power, New Jersey, Prentice-Hall, 1981, pp. 33-72.
Ruth A. Wallace and Alison Wolf, "Symbolic Interactionism," from Contemporary Sociological Theory, New Jersey: Prentice-Hall, 1980, pp. 217-233.
George Ritzer, "Phenomenological Sociology and Ethnomethodology," from Contemporary Sociological Theory, New York: Alfred A. Knopf, 1983, pp. 186-205; 214-230.
Alfred Schutz, "Some Leading Concepts of Phenomenology," pp. 99-117.
"Phenomenology and the Social Sciences," pp. 119-139.
"The Stranger," pp. 91-105.
"The Homecomer," pp. 106-119.
"Making Music Together," pp. 159-178.
In Collected Papers, Vol. I and II, The Hague: Nijhoff, 1971; 1973.
Edward T. Hall, "The Vocabulary of Culture," ch. 3 in Hall, The Silent Language, pp. 34-59.

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Donald W. Ball, "Toward a Sociology of Telephones and Telephoners," pp. 59-73
Harold Garfinkel, "Suicide for all Practical Purposes," pp. 96-108.
Jerry Jacobs, "A Phenomenological Study of Suicide Notes," pp. 247-266.
Emmanuel Schegloff and Harvey Sacks, "Opening Up Closings," pp. 233-263.
Marvin B. Scott and Stanford M. Lyman, "Accounts," pp. 404-429.
Muriel R. Schulz, "The Semantic Derogation of Women," pp. 64-75.
Don H. Zimmerman and Candace West, "Sex Roles, Interruptions and Silences in Conversation," pp. 105-129.
Nancy M. Henley, "Power, Sex, and Nonverbal Communication," pp. 184-203, from Barrie Thorne and Nancy Henley, eds., Language and Sex: Difference and Dominance, Rowley, MA: Newbury House, 1975.

Course Description, Requirements and Objectives

This course is an elective, recommended for juniors and seniors who have had at least one course in Sociology beyond the prerequisite SO 201 Introduction to Sociology. Other students are admitted with permission from the instructor. In this course we will seek to discover the "methods" people use in their everyday life to construct their social reality, as well as how they perceive and experience that reality. It is anticipated that such discovery will lead to possibilities not only for understanding our social world, but also for changing it.

The area of investigation will be the familiar "commonsense" world of objects and events which we inhabit during most of our waking hours; the objective of the investigation will be to formulate a rational and systematic understanding of everyday experience through the theoretical frameworks of phenomenology and ethnomethodology. Both approaches emphasize the importance of investigating the "taken-for-granted" aspects of people's existence in the world - the primary objective of this course.

Reading Assignments (By the week) - Written assignments handed out separately.

1. Introduction
   a. Overview of Sociological Perspectives
      Landis, "Sociological Theories," pp. 20-25.
      Lauer and Handel, "The Study of Everyday Life, pp. 246-273.
      Hall, "Time Talks" and "Space Speaks," pp. 140-185.
      Lauer and Lauer, "What Mean These Clothes?" pp. 33-72.
   b. Alternatives to Symbolic Interactionism: Phenomenology and Ethnomethodology
      Wallace and Wolf, "Symbolic Interactionism" pp. 217-233.
      Ritzer, "Phenomenological Sociology and Ethnomethodology," pp. 186-205; 214-230.

QUIZ

2. Phenomenology
   a. Intellectual Roots and Influence on the Social Sciences
      Schultz, Collected Papers, Vol. I: "Some Leading Concepts of Phenomenology," 99-117.
      "Phenomenology and the Social Sciences," 133-139.
   b. Application to and Interpretation of Everyday Life Experience Schutz, Collected Papers, Vol. II:
      "The Stranger," 91-105.
      "The Homecomer," 106-119.
      "Making Music Together," 159-178.
      Hall, "The Vocabulary of Culture," pp. 34-59.

3. Ethnomethodology
   a. Common-Sense Knowledge and Sense-Making Practices
      Handel, Chapter 1 "What Ethnomethodologists Study," 1-25.
      Handel, Chapter 2 "Philosophical Concerns of Ethnomethodology," pp. 27-52.

QUIZ

   b. Making Sense of Everyday Life
      1. Handel, Chapter 3 "An Illustrated Program," 53-77.
         Handel, Chapter 4 "Further Specifications of the Commonsense Attitude," 80-101.
      2. Handel, Chapter 5 "Practical Reasoning in Measurement and Categorizing," 104-127.
         Handel, Chapter 6 "Conversational Analysis," 129-148.
      3. Ball, "Toward a Sociology of Telephones and Telephoners," 59-73.
         Garfinkel, "Suicide for All Practical Purposes," 96-108.
         Jacobs, "A Phenomenological Study of Suicide Notes," 247-266.

4. Further Application for Understandin and Creating Meaning
   a. Schegloff and Sacks, "Opening Up Closings," pp. 233-263.
      Scott and Lyman, "Accounts," pp. 404-429.
   b. Schulz, "The Semantic Derogation of Women," pp. 64-75.
      Zimmerman and West, "Sex Roles, Interruptions and Silences in Conversation," 105-129.
      Henley, "Power, Sex, and Nonverbal Communication," 184-203.

PAPER (Half the class presents)

SO 315
Sociology of Everyday Life

Fall 1983
Louise Levesque-Lopman

Written Assignment I

Studies of embarrassment have led to the determination of three conditions for role performance: Maintaining an appropriate identity; maintaining poise; and sustaining confidence in each other.

Utilizing the second condition, the maintenance of poise, describe, from your own experience, five ways in which loss of poise occurred.

Due: Wednesday, September 21, 1983

Written Assignment II

Utilizing the space below (and the reverse side if necessary), type, using double spaces, your response to the following:

> Regarding self-interaction, think back (not very far) to a time when you "talked to yourself" about how to approach a certain situation or whether or not to confront someone and how to do it. Assess the resulting action and explain whether or not the 'internal conversation' affected the interaction.

Due: Wednesday, October 5, 1983

Written Assignment III

Making reference to either of the choices below write a two-page paper (double-space typed with a second sheet attached, if necessary) as it pertains to your own life experience - or to that of someone with whom you are well acquainted.

> "The Stranger": As an adult individual who tried to be permanently accepted (or at least tolerated) by the group which you approached, describe your experience, making specific references to Schutz's theory of interpretation of such a situation. The study itself (pp. 91-105) should serve as a guide for the points on which you should focus your thoughts.
>
> "The Homecomer": According to Schutz, the home to which one returns is not the home one left, and the homecomer is not the same person who left - neither the same for herself nor for those who await her return. Following the guidelines indicated above for "The Stranger," refer to your own experience of this situation.

Due: Wednesday, October 19, 1983

Written Assignment IV

Observe two episodes of people interacting in a public place when you are not part of the interaction. Look around; watch; observe; listen; and then take notes. Shortly after your observation, write up a more detailed

description of one of the episodes (or incidents) that you observed. In your writing, attempt to give special attention to the "seen-but-not-noticed," as well as to supply "accounts" that might relate to what you think took place. Both episodes need not take place in the same setting, but it might be easier if they do. Hand in all notes and your typed observational report. Good Luck!

Due: Monday, November 7, 1983

Written Assignment V

Select one of the possibilities listed below - that is, face-to-face or telephone conversation - and following the guidelines, submit your doublespaced report on Wednesday, December 7, 1983.

1. Carry on a same-sex and different-sex face-to-face conversation during which you:
   a. Do not ask questions (although it is expected that you would).
   b. Do not allow the conversation to close (notng the other's use of pre-closing remarks, truncating announcements, etc.).
   c. Do not maintain eye contact (although you continue the conversation).
   d. Conduct other breaches which you think might be effective and significant.
2. Carry on a same-sex and different-sex telephone conversation during which you:
   a. Either refrain from the final closing when it is your turn to do so ("good-bye"), or extend the pause (gap) longer than necessary before making the final utterance.
   b. Refrain from asking questions or making short responses.
   c. Initiate an abrupt closing or do not allow the closing to occur.
   d. Conduct other breaches which you think might be effective and significant.

Some Guidelines:

1. Whether you choose to carry on a face-to-face conversation or a telephone conversation, two conversations will take place - one of the same-sex and one of different-sex.
2. One or two pre-tests are recommended.
3. In each of the above, except when conducting the breach which you have selected, you are to follow all rules of conversation which are outlined in the reading. They should also be described in your report.
4. Include:
   a. A description for the breach you chose.
   b. A description of other(s) involved - age, gender, etc. and the setting.
   c. The results of the "experiment," including comment on the role that gender played in differing results.
   d. Other comments which you consider relevant.

NOTE: EXAM, November 30, 1983

SO 315
Sociology of Everyday Life

Fall 1983
Louise Levesque-Lopman

STUDY GUIDE

Terms:

phenomenology
restriction leaving
ethnomethodology
natural sciences
social sciences
My Nature
the Nature of the Other
objective world
subjective world
non-musically educated
musically educated
goldbricking; quota
musical thought
things unsaid
musical language
polythetical
monothetical
inner time
outer time
standpoint
commonsense attitude
"adequate for the purposes at hand"
assumptions
dirty work of PET members
"etc."
"letting it pass"
mutatis mutandis
ceteris paribus
operational definition
traditional logic
practical reasoning
intersubjective world
breaches
scientific attitude

Questions:

1. How might it be claimed that our everyday world is an intersubjective world?
2. In what ways is the "disinterested observer" different from the everyday person who has a practical interest in the life-world?
3. How does musical language create music? Apply your explanation to a phenomenon other than music.
4. How do musically educated individuals approach an unknown piece of music? Why? How do unmusically educated individuals approach music? Why?
5. How does rhythm originate?
6. How are performer and listener "tuned-in" to one another?
7. How does making music together occur in a "true face-to-face relationship?"
8. What is the basis of the social relationship between performer and listener?
9. How does the "cultural pattern" of group life present itself in our society?
10. How does the "cultural pattern" differ for the sociologist and for the person who acts and thinks within it?
11. Why does the ready-made pattern (recipes) with which one begins to interpret a new group (and presumes is applicable) soon prove inadequate?
12. When is one's "thinking as usual" beneficial? Not beneficial or limited?
13. How might a person become "marginal?"
14. Describe phenomenologically what "home" is.
15. How is the pure we-relation formed at home; how is it maintained away from home; and how is it disrupted and then perhaps re-established?
16. Why was Agnes considered a "practical methodologist" by Garfinkel?

17. Why was Agnes's distinction between her "social set of female genitals" and her "male set of biological ones" both a threat and a salvation in her social relationships?
18. Discuss: "Any work of art exists as an entity independent of the personal life of its creator" (Schutz).
19. Schutz explains that often the in-group is astonished that the stranger does not accept the total pattern, and in some situations could be regarded as ungrateful, inconsiderate, spoiled, etc. Comment on and discuss this situation with respect to Regis College as representative of the in-group.
20. How do people "make sense?" In what ways is the making of a character judgment an instance of sense-making activity?
21. How are accounts reflexive and indexical? How do accounts establish what is accountable?
22. What gives human significance to things (non-manufactured objects) that exist?
23. Why were breaches considered necessary to perform by Garfinkel? Why and by what methodological technique have they been replced, for the most part?
24. Comment on: "In the commonsense attitude the world is always considered in terms of practical motives" (p. 56).
25. What is the point of "ethnomethodological disturbances" in order to produce a senseless environment?
26. What took place when two practical interests conflicted for the receptionist who assigned clients to an intake worker?
27. How does the natural attitude render some topics chronically uninteresting?
28. "A special motive, an interest outside our normal practical concerns, is needed to make everyday reasoning processes an interesting object of study." Discuss.
29. How is the theater a different reality from the commonsense world?
30. What are the two common features of disturbances? Include an example.
31. How did phenomenology influence Garfinkel?
32. "Breaches occur whenever our expectations are disappointed in a way that frustrates our efforts to coordinate activities with others in a basis that seems to include shared understanding." Comment.
33. How was a conflict in practical interests represented in the study of paranoia and the use of illegal drugs?
34. How was the environment made senseless in the boarder experiment? What resulted?
35. Comment on the following experiments in terms of the points they established about the structure of everyday life: 1) Bargaining 2) Rate the Candidate 3) What Do You Mean? 4) The Boarders.
36. What did the tic-tac-toe experiment have to do with routines? How was the experimenter's odd conduct interpreted?
37. Why was it difficult for the subjects of the psychiatric interview to sustain doubt?
38. Why and by whom were clinic records considered incomplete? What were the reasons for bad clinic records? Why didn't the record keeping improve? Why were the files considered indexical?
39. How did Roy's study of workers in a machine shop provide a good view of how conflicting interpretations are accommodated by the regular participants in a social setting?

40. Discuss the practical task that drug users set for themselves.
41. With reference to the PET workers, comment on: "In general, regular, institutionalized complaints may preserve the arrangement they complain about."
42. How are accounts indexical and reflexive?
43. Describe an example of mutatis mutandis from your daily life.
44. Why can't commonsense accounts be taken literally? Why aren't they reflexive, such as in the case of public and private uses of alcohol, and the publicly and privately expressed attitudes about drinking in a "dry" rural community?
45. How did Cicourel show that "practical arrangements make official statistics invalid measures for scientific inquiry" with regard to the administration of juvenile justice?
46. What made the official legal records of one of the communities reflexive accounts?
47. How is rapport between researcher and sample relevant according to Cicourel? What does this have to do with data reported or data results? How is practical reasoning involved?
48. What about standardized tests and practical reasoning?
49. How did "operational definitions" apply to Egon Bittner's study of the police apprehension of the mentally ill?
50. Discuss the relationship between traditional logic and ethnomethodology (particularly) in respect to "reasoning with loose concepts" Example: How Tall Is Still Short?).
51. How do manufactured objects serve as reprospective accounts of how and why they were produced and prospective accounts of uses to which they can potentially be put?
52. Discuss the indexicality of the expression, "It's raining."
53. "Inexical expressions are like a spot of dirt on the white wall of language" (p. 42). Explain.
54. Why is ethnomethodology so abstract???

SO 315
Sociology of Everyday Life

Fall 1983
Louise Levesque-Lopman

STUDY GUIDE

The Stranger

to qualify by inclusion
cultural patterns of group life
disinterested onlooker
actor within the social world
thinking as usual
graduated knowledge
knowledge of acquaintance
knowledge about
schemes of interpretation
knowledge of the interruptive function

1. Describe the relation between objective chance, typicality, anonymity, and relevance.
2. Describe the two basic traits (objectivity and doubtful loyalty) of the stranger's attitude toward the approached group.
3. How might strangeness and familiarity be considered general categories of our interpretation of the world?
4. When does one cease to be a stranger and become a member of the group?
5. "The knowledge of the man . . . [or woman] . . . who acts and thinks within the world of his . . . [or her] . . . daily life is not homogeneous; it is 1) incoherent, 2) only partially clear, 3) not at all free from contradiction." Explain.
6. How do recipes serve as a scheme of interpretation?
7. When does thinking-as-usual become unworkable?
8. "Seen from the point of view of the approached group . . . [the stranger] . . . is . . . [a person] . . . without a history." Discuss.
9. How does the "approaching stranger" differ from the sociologist?
10. Describe how the stranger's scheme of orientation in new surroundings may be the first shock to confidence and thinking-as-usual?
11. How is language a scheme of interpretation and expression?

The Homecomer

home
face-to-face relation
outer time; inner time
vivid present
irreversibility of inner time
durée
pure we-relation
typification
accessible in immediacy
in-group; out-group
structure of relevances
intimacy
home-sickness
systems of relevance
pseudo-typification

1. How is the pure we-relation mutually established? Re-established when interrupted?
2. Why might it be said that life at home means life in actual or potential primary groups?
3. What accounts for discrepancy regarding the uniqueness of experience for the one who has left home? Why aren't others able to understand the uniqueness?
4. Why isn't the home to which one returns by no means the home one left or the home which one recalled and longed for during one's absence?

5. Upon returning, even after a short absence, why must we transform our activities again into routine work and reactivate our recurrent relations with people and things? How do we do this?
6. Why is one's assumption that social functions which stood the test within one system of social life will continue to do so if transplanted into another a problem for the homecomer?
7. What are some difficulties for the community and the discharged veteran regarding the home-coming?
8. "In the beginning it is not only the homeland that shows to the homecomer an unaccustomed face. The homecomer appears equally strange to those who expect him . . . [or her] . . ., and the thick air about him . . . [or her] . . . will keep him . . . [or her] . . . unknown." Explain.

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STUDY GUIDE

Terms:

model of turn-taking
construction of a turn
gender-linked bias
operationalization ("enough")
unit-types
gaps
transition places
support work
normative rules
closings
pre-closings
truncated announcements
speaker selection
rule-set
context-free
interruptions
overlaps
patterns of overlap and interruption
active hearership
minimum hearership
topic-control mechanisms
micro-political
methodological techniques of research (of each article)
"cool"
touch system
visibility
dominant gestures
submissive gestures
delayed minimal response

General Class Discussion:

With reference to women in conversations with men, what is the significance of women's:

1. Asking questions more than men?
2. Using opening qestions?
3. Short responses?
4. Reactions to being interrupted and the results of interruptions?
5. Re-introducing topics?

Group Discussion I

Pejorative terms denigrating women as compared to men, in terms of uses and frequency, as they are referred to in the reading and in your own life experience:

1. Female kinship terms
2. Domestic terms
3. Sexual and derogatory terms
4. Original meaning of some terms and their new (usually pejorative) meaning.

Terms relating only to women which:

1. Have undergone pejoration and acquired sexual overtones
2. Originated as positive designations for women and gradually degenerated to terms of denigration
3. Demonstrate metaphors to animals.

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Group Discussion II

Conversational patterns between and among men and women in terms of same-sex pairs and cross-sex pairs as they demonstrate:

1. Patterns of overlaps and interruptions
2. Role of the listener
3. Silences in interchange (also, using the model of Zimmerman and West, p. 117, discuss conversational interchanges as they generally occur in our class.)
4. Delayed minimal response
5. Silences following interruptions
6. Interruption (possibly repeated) and negative sanctions.

Group Discussion III

Superior and subordinate status of particular types of individuals, with particular attention to that which has been observed between men and women:

1. Relation of nonverbal cues to the exercise of power.
2. Terms of address (perhaps also related to the "Vd." and "tu" forms of Spanish)
3. Self-disclosure
4. Demeanor, space, touch and eye contact - particularly in their political context
5. Visibility and gestures.

General Questions:

1. What is the cause of the degeneration of terms designating women?
2. What evidence is there that "the nonverbal message greatly overpowers the verbal one?"
3. How are power and dominance which are "enjoyed by men in other contexts" exercised in their conversational interactions with women?
4. How is "the right to control the topic of conversation" that takes place between women and men reminiscent of adult-child conversations? As compared to same-sex conversations?
5. Did the research findings of Schulz, and Zimmerman and West, and Henley differ significantly from those of the conversational analysts, Sacks, Jefferson, and Schegloff?

Key Ethnomethodological Question:

How is all that we have studied about conversation "another demonstration of the importance of practical reasoning and detailed analysis of accounts of understanding and explaining social regularities?" (Handel, p. 148).

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QUIZ

A. Define, including an example wherever appropriate, five of the following:

1. symbolic interaction
2. objectivity
3. generalized other
4. et cetera principle
5. "The Chicago School"
6. the mundane sphere
7. ethnomethodology

Identify (briefly) each of the following in relation to their contributions to and influences on sociological theory:

1. Alfred Schutz
2. George Herbert Mead
3. Max Weber
4. Edmund Husserl
5. Descartes

B. Short Answer. Answer two of the following:

1. According to Mead, when do gestures become symbols? When are actions not symbolic interactions? Include examples.
2. Discuss: "Phenomenology stresses the subjective meaning in the interpretation of social action."
3. Distinguish between Noesis and Noema. Include examples.

Answer two of the following:

1. What is meant by stock knowledge? Describe three features (there are six) of stock knowledge at hand given particular emphasis in the reading.
2. Explain the technique and implications of the "phenomenological reduction."
3. Define reflexive action and indexicality of meaning, including an example of each, as they pertain to ethnomethodology.

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QUIZ

A. Define six of the following and include an example of each:
1. ethnomethodology
2. knowledge about
3. inner time (durée)
4. standpoint
5. adequate for the purposes at hand
6. "etc."
7. mutatis mutandis
8. goldbricking

B. Answer one (The Stranger):
1. When does a person cease to be a stranger and become a member of the group?
2. Describe how the stranger's scheme of orientation in new surroundings may be the first shock to confidence and thinking-as-usual.

Answer one (The Homecomer):

1. Describe phenomenologically what "home" is.
2. What accounts for discrepancy regarding the uniqueness of experience for the one who has left home? Why aren't others able to understand this uniqueness?

Answer four:

1. Why was Agnes considered a practical methodologist by Garfinkel?
2. How are accounts reflexive and indexical? Discuss the indexicality of "It's raining."
3. What is the point of "ethnomethodological disturbances" in order to produce a senseless environment? Describe an example and its consequence.
4. How does theater differ from the commonsense world?
5. How does the natural attitude render some topics chronically uninteresting?
6. With reference to PET workers, comment on: "In general, regular institutionalized complaints may preserve the arrangement they complain about." Also include a brief example from your everyday life.

C. Answer one:
1. Explain what is meant by problems arising due to conflicting interests or cross-purposes, as well as the reasoning that becomes explicit in such situations, according to paranoia among students who used illegal drugs, or the halfway house for drug addicts.
2. Comment on two of the following experiments in terms of the points they established about the structure of everyday life which had been "seen but not noticed:" bargaining, tic-tac-toe, rate the candidate, and What do you mean?

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QUIZ

A. Define seven of the following, including an example wherever possible:

1. symbolic interaction
2. verstehen
3. ethnomethodology
4. the natural attitude
5. pure we relation
6. consciousness
7. The Chicago School
8. intersubjectivity
9. breaching
10. typification

B. Answer six of the following:

1. Describe the three major sociological perspectives, including a major theorist and his or her contribution to that perspective. Include also in your description some discussion of the subjective/objective aspects of each perspective.
2. "In essence, clothes are a basic part of appropriate fulfillment of roles." Discuss.
3. Which sociological methods are most utilized in phenomenological research. Why? What are some "scientific" considerations?
4. In what ways does the phenomenologist take the symbolic interactionist's concerns "one step further?"
5. What influences of Husserl, Mead, Thomas, and Weber are found in Schutz's phenomenology?
6. What is "stock knowledge at hand?" Describe all of its features and an instance in which it might be utilized.
7. Identify, describe, and give an example of the four distinct realms of social reality, according to Schutz.
8. How is map making and map reading related to "methods of practical reasoning" (according to Psathas)?

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QUIZ

A. Definitions. Define eight of the following:

1. phenomenology
2. ethnomethodology
3. inner time (duree)
4. commonsense attitude
5. "etc."
6. "let it pass"
7. "adequate for the purposes at hand?
8. operational definition
9. ceteris paribus
10. subjective world

B. Short Answers. Answer seven of the following:

1. How might it be claimed that our everyday world is an inter-subjective world?
2. Describe phenomenologically what "home" is.
3. Why was Agnes conidered a "practical methodologist" by Garfinkel?
4. How are accounts reflexive and indexical? Discuss the indexicality of the expression, "It's raining," or discuss your own example of such an expression.
5. Why were breaches considered necessary to perform? Why and by what methodological technique have they been replaced, for the most part?
6. Comment on one of the following in terms of the points they established about the structure of everyday life: Bargaining, Rate the Candidate, What Do You Mean, or The Boarders.
7. In what ways is the "disinterested observer" different from the everyday person who has a practical interest in the life-world?
8. How does the "cultural pattern" of group life present itself in our society?
9. How did "operational definitions" apply to Egon Bittner's study of the police apprehension of the mentally ill?
10. With reference to the PET workers, comment on: "In general, regular, institutionalized complaints may preserve the arrangement they complain about."

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EXAM

A. Define six of the following and include an example of each:

1. "cool"
2. truncated announcement
3. delayed minimal response
4. overlaps
5. construction of a turn
6. active hearership
7. gender-linked bias
8. dominant gestures

B. Answer five: (Short answers)

1. How are conversations started? Ended?
2. What different functions can "hello" serve - face-to-face and by telephone?
3. How are capsule summaries utilized?
4. What accounts for the degeneration of terms referring to women?
5. How is the right to control the topic of conversation in women-men conversations reminiscent of adult-child conversations?
6. What are women's reactions to being interrupted and the results of the interruption?
7. When turn-taking is violated, what techniques are implored to restore order?

C. Briefly discuss one:

1. Relation of nonverbal cues to the exercise of power.
2. Demeanor and touch as they pertain to women and men.
3. Interruptions (possibly repeated) and negative sanctions as conversational patterns between women and men.

D. Essay. Answer one:

1. How is all that we have studied about conversation "another demonstration of the importance of practical reasoning and detailed analysis of accounts of understanding and explaining social regularities?"
2. Describe, compare and/or contrast the research findings of Schulz, and Zimmerman and West, and Henley in relation to the research findings of the conversational analysts Sacks, Jefferson, and Schegloff?
3. How are normative structures of conversational analysis related to practical reasoning and accounts?

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Sociology of Everyday Life

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Extra-Credit/Make-Up Optional Exercise

Utilizing information provided by Henley's article, "Power, Sex, and Nonverbal Communication," you are to observe, record, and write an observational report of same-sex and different-sex interactions as they demonstrate space, touch, and eye contact between or among the participants in the interaction.

Be clear yourself (and make clear in your report) whether you were a participant-observer or a non-participant observer. Identify the "sample." You might consider varying the method and the sample, and commenting on the difference, if there appeared to be one.

The double-spaced typed report and notes recording observations are due on the last day of class, Thursday, December 9, 1982.

George Washington University

Washington, DC 20052

Sociology 140 - Modern Sociological Theory-Spring, 1982, T,Th, 11-12:15, Gov. 308
Dr. Ruth Wallace, D205, x6898
Office Hours: Tu 1:30-2:30, Wed. 4-6; Thurs. 12:15-1:15

Required Readings: Wallace, Ruth A. and Alison Wolf. Contemporary Theory. Macmillan.
Poloma, Margaret. Contemporary Sociological Theory. Macmillan.
Ritzer, George. Sociology: A Multiple Paradigm Science. Allyn and Bacon.

Week	Topic	Assignment
Jan 19	Introduction to Theory	Wallace and Wolf, Ch. 1
Jan 26	Functionalism: Parsons	W&W, Ch. 2, Part 1
	Discussion Groups on Functionalism Jan 28	
Feb. 2	Functionalism: Merton	W&W, Ch. 2, Part 2
	FIRST PAPER DUE FEB. 9th	
Feb 9	Conflict: Marx & Frankfurt School	W&W, Ch. 3, Part 1
Feb 16	Conflict: C.W. Mills & Dahrendorf	W&W, Ch. 3, Part 1 and 2
Feb 23	Conflict: Coser and Collins	W&W, Ch. 3, Part 2
	Discussion Groups on Conflict Feb. 25	
Mar 2	Exchange: Homans	W&W, Ch. 4, Parts 1 and 2
	Discussion Groups on Exchange Mar 4	
Mar 9	Exchange: Blau	W&W, Ch. 4, Part 3
	SECOND PAPER DUE MARCH 11	
	SPRING BREAK	
Mar 23	Symbolic Interactionism: Mead	W&W, Ch. 5, Part 1
Mar 30	Symbolic Interactionism: Blumer	W&W, Ch. 5, Part 2
	Discussion Groups on Symbolic Interactionism April 1st	
Apr 6	Ethnomethodology: Garfinkel	W&W, Ch. 6
Apr 13	Comparison of Theories	W&W, Ch. 7
	Discussion Groups on Ethnomethodology April 13	
	THIRD PAPER DUE APRIL 15th	
Apr 20	Future Trends in Theory	W&W, Appendix
	FOURTH PAPER DUE APRIL 29th	

Each paper must be typed double-spaced; max. length 5 pages. Papers #1, 2 and 3 are required; paper 4 is optional. Papers will contribute 25% each toward the final course grade. Grades will be lowered one grade on late papers. Active participation in discussion sessions is required of all students, and this participation will contribute 25% toward the final course grade. Dates for discussion groups are listed above; location of these groups will be distributed in class. Papers are due no later than 11 AM on Feb. 9, Mar. 11 and April 15; and no later than 3 PM on Apr. 29.

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UNIVERSITY OF ILLINOIS AT CHICAGO
Chicago, Illinois

Sociology 387
Contemporary Sociological Theory

Spring 1983
R. Stephen Warner

Sociology 387 Contemporary Sociological Theory may be taken by juniors, seniors and graduate students, and it satisfies theory/ methods requirements in our B.A. and M.A. programs. It is not, however, a required course. In any given quarter, approximately 20-30 students take the course, about two-thirds of them undergraduates. I do not have a teaching assistant and meet all classes and grade all papers myself. The course is regularly offered twice each year in the department.

The set of materials includes the syllabus of readings, requirements, and class schedules; several quizzes; some illustrative handouts, three required written assignment sheets; and the final exam sheet. The materials are roughly in the order they were handed out to the class.

Most of our students, whether undergraduate or graduate, are preparing for jobs and careers in empirical and applied sociology. (Those of our graduates who do become practicing sociologists, a large proportion, are as often to be found in non-academic settings as in teaching institutions.) I take it as my goals (1) to increase students' literacy about the basic theoretical concepts being employed in sociology as a discipline, and (2) to help students to understand the organization of sociological explanation, which understanding can be used in reading the literature and in developing their own research reports. Compared to other courses (including those I have taught in the past at other institutions) this course features less reading, more writing, and speedier feedback. I have an unannounced quiz about every week, but students know that these exercises are graded only on a present/not present basis.

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Sociology 387
Spring, 1983
Mr. Warner

CONTEMPORARY SOCIOLOGICAL THEORY

Course Objectives: There is both a method and a substance to this course. The substance is post-war American sociology, and it will be represented primarily by Talcott Parsons's action-functional theory of the early 1950s and by Randall Collins's micro-macro conflict theory of the 1970s. Brief treatments of other theoretical figures and schools will be presented in lectures and text. Students will be expected to place Parsons's and Collins's theories in the context of contemporary theories. The method is intensive use of a simplified framework for the analysis of theories that will be presented in lecture and that students will be expected to master relative to the substantive theories at hand.

Format: Two hour-and-a-half meetings per week (M & W 5:00-6:30). The first hour of each meeting will be devoted primarily to lecture, though your questions and brief comments are always welcome. After a brief break (5:50-6:00), the rest of each meeting will be devoted to quizzes, question-and-answer, and class discussion. In order to facilitate discussion, you are required to submit in writing at the start of each Wednesday meeting at least one question relevant to the course material. Class will begin and end at stated times.

Required Reading: Three books are required, all of which are available at the Circle "O" Bookstore, 1049 W. Taylor:

Randall Collins, Conflict Sociology (Academic Press, 1975)
Talcott Parsons, The Social System (Free Press, 1951)
Ruth Wallace & Alison Wolf, Contemporary Sociological Theory (Prentice-Hall, 1980)

In addition, there will be a xeroxed handout, Peter M. Blau, "A Theory of Social Integration," American Journal of Sociology (May, 1960)

Written Requirements:

a) Three brief (750 word) papers on assigned topics, due respectively April 11, May 9, and May 27, each counting for 1/6 of the course grade. Due to the nature of these assignments, no late papers will be accepted, but the paper due May 27 (a Friday) may be submitted by mail.

b) A take-home final examination, to be due on Monday, June 6, counting for 1/3 of the course grade.

c) Regular class participation, including, but not limited to, your weekly written questions and completion of an occasional quiz. Class participation will count for 1/6 of the course grade.

Sociology 387
Spring, 1983

Schedule of Topics, Readings, and Assignments:

Week	Dates	Topic	Assigned Readings
I	3/28,30	Introduction & Framework	W&W, ch. 1
II	4/4,6	Framework (cont.); Exchange Theory	W&W, ch. 4; Blau article
	4/11	FIRST PAPER DUE. NO LATE PAPERS ACCEPTED.	
III	4/11,13	Exchange Theory (cont.); Feedback on First Paper	Begin week IV reading
IV	4/18,20	Introduction to Parsons	W&W, ch. 2; Parsons, chs. 1 & 2
V	4/25,27	Parsons I: Action Theory	Parsons, chs. 6-8
VI	5/2,4	Parsons II: Functionalism	Parsons, ch. 10
	5/9	SECOND PAPER DUE. NO LATE PAPERS ACCEPTED.	
VII	5/9,11,13*	Feedback; Introduction to Collins	W&W, chs. 5,6,3; Collins, ch. 1
VIII	5/16,18	Collins I: Foundations	Collins, chs. 2-4
IX	5/23,25	Collins II: Applications	Collins, chs. 5, 6, 9
	5/27	THIRD PAPER DUE**	
X	6/1	Review and Conclusion	W&W, ch. 7; Parsons, ch. 12; Collins, ch. 10
	6/6	FINAL EXAMINATION DUE	

*Note: A Friday meeting, scheduled to make up for the Memorial Day holiday.

**Note: A Friday due date; papers may be mailed if postmarked by this date. Only papers received by 5/27 will be assured of feedback by 6/1.

Sociology 387
Spring, 1983
Mr. Warner

A BASIC PRESUPPOSITION (Step 2)
OF EXCHANGE AND ECONOMIC THEORIES

"I well remember his last words to me—'There is no such thing as a free lunch.'"

_____
(your name)

1. "Rewards should be proportional to contributions" is one conceptualization of the rule of

_____ _____.

2. Bronislaw Malinowski : _____
the "kula ring" the exchange of marriage partners

3. Give the year of birth of

_____ and _____.
George C Homans Peter M. Blau

4. "The more of something an individual has, the less interested he will be in yet more of it," is a statement of the principle of

_____ utility.

5. "The partner who is less involved in a relationship is in an advantageous position" is a statement of the principle of

_____ _____,
which was formulated by .

_____ _____.

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Sociology 387
Spring (they tell me), 1983
Mr. Warner

FIRST WRITTEN ASSIGNMENT

Your assignment is to analyze Peter Blau's article, "A Theory of Social Integration," using our "Symbolic Vocabulary to Represent Theorizing," steps 1 through 7. What does Blau do about each of the seven steps? Please write tersely and specifically, using just seven numbered paragraphs.

Directions:

1. Use no more than 750 words (3 pp. typewritten), using double spacing and standard margins.

2. Type or handwrite neatly.

3. Use author-and-page number style (e.g., Blau, p. 545) for referencing.

4. Keep a copy of this and all other papers you submit.

5. Due in class Monday, April 11. No late papers accepted.

Suggestions:

1. Use our steps-in-theorizing framework to analyze the theory as an organizing principle, not a straight jacket. For example, there may be more than one A and B. But for every B, there should be a b.

2. Blau's article may not be written in the order of steps, so you will probably have to skip around. In order to do the analysis, it is suggested that you begin with tables 1 and 2 on pp. 552. When you write up your analysis, proceed through the steps in order.

3. Some of your paragraphs will probably be very short, i.e., one sentence. Others may be longer. The most difficult step is probably #4.

4. The section of Blau's article called "social differentiation," starting on p. 553, is, in a sense, an answer to step 8. The ideas contained in it need not be part of your analysis.

Sociology 387
Mr. Warner

A SYMBOLIC VOCABULARY TO REPRESENT THEORIZING

In this course, we will speak of the process of doing sociological theory* as involving a number of steps. Below, I enumerate eight steps (although it might be possible to elaborate them to ten or to boil them down to six) and give some shorthand ways of representing them. These symbols are arbitrary,** but it will help us to communicate if we all use them this term.

Step	Symbol	Issue
1. Specifying a question about a range of data	why b in t?	What do we want to explain?*** What variation in empirical phenomena do we want to understand?
2. Choose presuppositions or assumptions	$\alpha \longrightarrow \beta$	What general axioms of explanation and/or causation do we find compelling?
3. Specify basic concepts or variables to organize data	A, B	What classifications will we use to carve up the world? What are independent variables (A)? What are dependent var's (B)?
4. Providing indicators, operationalizations or examples of basic concepts	a, b,	How do we know specifically where in our theory to locate a given fact?
5. Deriving hypotheses to relate our concepts	A $\longrightarrow$ B	Stating a hypothesized empirical relationship among our concepts in light of presuppositions
6. Making our hypotheses testable or empirically applicable	a $\longrightarrow$ b	specifying what kind of data our hypotheses lead us to expect
7. Testing or applying our hypotheses	a & b, t? t_1? t_n?	Reentering the real world to see if our hypotheses work
8. Generalizing our efforts	$\alpha \longrightarrow \beta$?	Returning to the intellectual world of presuppositions with confirmations/disconfirmations and extrapolations

Source: Borrowed and adapted from Neil J. Smelser & R. Stephen Warner, Sociological Theory: Historical and Formal (Morristown, NJ: General Learning Press, 1976), chs. 7 and 9.

*Sociological theory=a generalized symbolic system with the capacity to provide numerous explanations of social phenomena, explanations substantively consistent ($\alpha \longrightarrow \beta$) across situations ($t_n$). (After A. Stinchcombe & R. S. Warner)

**What is not arbitrary are four dimensions of theorizing: concepts vs. propositions; general vs. specific; explanans vs. explanandum; and theory vs. data.

***Explanation = the reduction of uncomprehended or arbitrary phenomena to phenomena that are comprehended or orderly. (After M. Scriven)

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SUPPLEMENT TO PARSONS READING

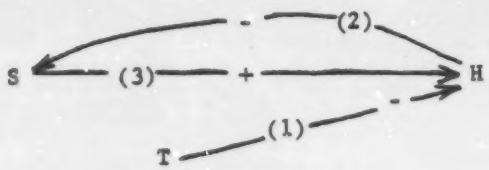
1. The "action scheme," Parsons's phase I

Parsons's concept of action involves
--an actor, who expends effort and makes choices in striving for some
--end, which is determined, in part, by normative standards;
--a situation, in which this action occurs, composed of two aspects:
  --conditions (over which the actor has no control), and
  --means (over which the actor does have control); all within
--a context of normative regulation, which in part determines the ends of action and sets limits on the choice of means of action. (Note: Parsons insists that the normative context is not analytically defined as simply an aspect of the situation.)

In the terms of our "symbolic vocabulary," this action scheme is at levels 2 and 3; it consists, that is of presuppositions and basic concepts. The presupposition is that conduct is determined by the individual's choice based on effort, intelligence, and morality; later on, Parsons will say that "affective," "cognitive," and "evaluative" considerations are required for the understanding of action.

2. "Structural-functional analysis," Parsons's phase II

The general form of a functional analysis has been presented by Arthur Stinchcombe (in his book Constructing Social Theories, pp. 80-91) as follows:



where "S" is the "social structure" (e.g., the nuclear family, organized religion, political voting, etc.) that we are trying to explain; "H" is the "homeostatic variable" that by hypothesis remains constant; "T" is the "tension" that tends to disrupt the equilibrium; and where the signs on the arrows indicate the direct or inverse correlational relationship between the variables S, H, and T; and where the numbers indicate the hypothesized temporal ordering of the causal processes. You should be able to deduce from this that "the greater the T, the greater the S."

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QUIZ ON PARSONS'S "PATTERN-VARIABLES"

1. "My country,right or wrong" exemplifies _____.

2. "No Irish need apply" is an example of _____.

3. "Caveat emptor" ("let the buyer beware") is an attitude to be expected in a _____relationship.

4. "Keep a stiff upper lip" is a slogan of _____.

5. "Must type 60 words per minute is a(n)_____criterion.

6. "A government of laws, not of men" represents _____.

7. "That's none of your business" can be heard from someone who expects a _____relationship.

8. "I'm voting for Mondale (Glenn, Reagan, etc.) because my doctor is voting that way" betrays a _____ orientation on the part of the patient.

9. "Eat, drink, and be merry, for tomorrow we die" represents _____.

10. "Let's help Mommy (Daddy, etc.) with the dishes" represents _____.

NOTE: Each of the 10 original pattern variables is used only once in these items.

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SECOND WRITTEN ASSIGNMENT

Your assignment is to provide data (real or hypothetical) to illustrate (or apply) either Parsons's deviance-and-control theory (Social System, ch. 7) or his theory of the professions (Social System, ch. 10), with the qualification that, for the theory of the professions, your illustration must be other than the medical profession.

Directions: As before. Write no more than 750 words; use double-spacing and standard margins; provide author-and-page number citations instead of footnotes; keep a copy. Due in class Monday, May 9. No late papers accepted.

Pointers:

1. Your job is to do step 7 for Parsons. Thus you ought to choose an appropriate illustration, i.e., one that will demonstrate the operation of the variables he identifies.

2. Your illustration, with the qualification above, may be yours or Parsons's. You could do a perfectly adequate paper using the notion of sickness as deviance, as Parsons himself does. But original illustrations, whether drawn from the newspaper or your imagination, will be warmly received.

3. Use the discussions and handouts from class to help organize the variables; Stinchcombe's basic model should be very helpful if you decide to apply ch. 10.

4. You are welcomed but not required or even urged to append a page or two of critique to your paper. But in no case should you slight the job of application in favor of critique.

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QUIZ ON COLLINS'S HISTORY OF DEFERENCE & DEMEANOR

Warrior Aristocracies. In other circumstances, the upper class's relationships outside their own households were a good deal more egalitarian. The culture of knightly chivalry is one such type, found in early Greece, India, and probably China before the establishment of centralized government, and in Medieval Japan, Persia, and Europe (McNeill, 1963: 185–268, 432–434, 588–590; Weber, 1968: 1070–1085). It arises where military technology favors the heavily armored individual knight rather than mass armies of infantry or horsemen, and most of the remaining populace are tied to the land as peasants. This gives us the familiar two-level society: the patrimonial household and its highly authoritarian and religious atmosphere within, and a larger military–political world outside, participated in only by the knights.

The knights were thus the recipients of highly ritualized deference from underlings, and evinced the corresponding attitudes of pride and paternalism. Among themselves, however, relationships were usually fairly equal. With a great deal of fighting going on, no one's position was very permanent, and notions of individual merit rather than family heredity were strong (Huizinga, 1954: 56–107). Ritual deference thus centered around membership rather than hierarchic position within the class; the important thing was to live as a knight and to treat other knights in the proper way. At the same time, men lived very public lives, whether in the crowded castles of their temporary lords or in the streets of the towns, and went everywhere with as great a retinue as possible (Holmes, 1964: 23, 36–41, 159–196). As knights traveled much and made cosmopolitan contacts, their manners became correspondingly sophisticated and elaborate.

The conditions shaping knightly culture, then, were relative equality among members of the ruling warrior class, along with absolute superiority over all other social classes; a highly public setting; a fair degree of cosmopolitanism (although limited usually by illiteracy); and, of course, a way of life involving considerable danger and physical exertion. A similar type of chivalrous culture emerged under these conditions everywhere. It involved a great deal of pride and ostentation, taking as much of the center of attention with bright clothes, weapons, banners, and accompanying servants as one could afford. A knight's behavior was designed to demonstrate his courage and superiority on every occasion; dueling, challenges, and oaths to undertake difficult tasks were the showy gestures most admired. At the same time, knights had an elaborate form of courtesy among themselves, emphasizing the keeping of one's word, spurning petty advantages, and arranging fights as if they were games with strict rules. This style was usually legitimized by reference to religion; knightly honor was considered a form of Christian virtue in Europe, and was closely related to the Zen Buddhist ideal of demeanor in Japan.[5]

The courteous ideals, of course, were not always lived up to. The knightly world, after all, was one of great contentiousness; the code of honor served as a standard by which one could take offense at others' slights, and also as a way of getting maximally showy stage-settings for one's battles. Courtesy was reserved for other knights; the failure of deference by commoners (even rich burghers) was punished with malicious cruelty. The code of etiquette served for very un-ideal purposes, but was upheld nonetheless for its usefulness in making the proper status display in this situation of individual competition and high social density. It died out with the coming of mass armies, both in Greek antiquity and in Renaissance Europe.

In the excerpt to the left (from Collins, pp. 176-177), there appears a typically rich causal analysis of a historical formation. Without trying to be exhaustive, give one correct answer for steps

1.

3A.

3B.

4a.

4b.

5.

6.

7.

(your name)

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TOWARD THE APPLICATION OF PARSONS's CH. 7 & COLLINS'S CH. 5

Potential quiz questions:

1. What would Parsons and Collins have to say about the findings presented below?
2. Do these findings and the answers by Parsons and Collins give us any reason to choose one theory over the other?

Chicago Sun-Times, Tuesday, April 19, 1983

Family violence: Arrest may be the best deterrent

Ellen Goodman

Until the 19th century, there was a charming little rule of thumb that applied to family life. A man was allowed to beat his wife as long as the stick he used was no wider than a thumb.

Perhaps this law was humanitarian when it was written, even protective. After all, a woman was kept under all sorts of thumbs in Colonial America. Unless she married Paul Bunyan, this law may have kept the instrument of her torture down to an inch.

But it seems unlikely that, in real life, a colonial wife could call the authorities to report it when her husband resorted to force. No peace officer, unless he was suicidal, would enter a colonial household to measure the width of a stick.

In any case, we still live with the legacy of this rule of thumb. There is a lingering sense of social permission for family violence. Intimates assault each other with much less fear of reprisal than strangers.

Police, for their part, often feel trapped between demands and theories. They are criticized for "interfering" in a family squabble at all and criticized for not protecting victims. They are alternatively told to act as social workers and then as police.

But now, The Police Foundation may make a difference. For the first time, with funding from the National Institute of Justice and help from the Minneapolis police, Lawrence Sherman and Richard Berk have conducted an experiment to test three ways of handling domestic violence: mediating the fight, separating the couple or arresting the suspect.

The winner of the deterrence sweepstakes, it appears, is arrest. The men (mostly) who were arrested were measurably less likely to be violent again.

The early returns from the Minneapolis police, as Sherman emphasizes, are still tentative. The 328 cases have only been followed for six months. There are peculiarities to this study and this place. The suspects

> "It may be better to deal with an abusive mate as a criminal than as a lover who just lost his temper."

were mostly unemployed; the couples were mostly unmarried. In Minneapolis, arrest means 24 hours in jail.

Still, there is evidence here of a way to curb domestic violence. There is evidence that punishment may be the most effective deterrent. It may be better to deal with an abusive mate as a criminal than as a lover who just lost his temper.

Sherman, who has listened to the police express their reluctance to make arrests, is encouraged by the data. "The police often say they can't assess blame in domestic cases. They go on and on. 'Suppose she nagged him and he hauled off and hit her, whose fault is it then?' But I'm not sure this is as much an issue as preventing it from happening again."

He has a theory about why arrest is itself a deterrent, although none of these cases went to court. He calls it the empowerment theory. "Between men and women the power balance is distorted in favor of the one who has the bigger muscles. When they call the police, women involve the police muscles and even up the power balance."

In fact, arrest works best as a deterrent when the woman herself, and not a neighbor, has called the police. As Sherman explained it, "If the arrest appears to be something the woman made happen, then it has a stronger effect."

But there may be a complementary reason why arrest works in domestic cases. In every society, some acts of violence have been historically condoned. Rape is one. Domestic violence is another.

One of the extraordinary aspects of the New Bedford gang rape is that the alleged rapists were still in the bar when the victim returned with the police. They never expected to be arrested.

Domestic disputes have a similar pattern. In some cultures and homes and psyches, wife beating is still considered a right, and violence regarded as a private family matter. In such cases, arrest may be a greater deterrent because it redefines an accepted act as a crime like any other. The moral weight of society shifts abruptly from one side to the other. There is a moral balance of power that may be as important in human relationships as the physical.

This research, preliminary and incomplete, may give us a useful way to treat these intimate enemies. The new rule of thumb may be on the arresting arm of the law.

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THIRD WRITTEN ASSIGNMENT

Your assignment is to analyze one of the theories Collins develops in chapters 5, 6, and 9 of Conflict Sociology, showing how he explains some range of variation of empirical phenomena. In so doing, you should give attention to the full range of levels of generality operative in Collins's work (from β to b), specifying the empirical propositions (step 6) that are required by the theory.

Directions: As before. Write no more than 750 words: there is no premium for verbosity, and some good papers are ruined by being too long; use double-spacing and standard margins; provide author-and-page-number citations; keep a copy. Due Friday May 27, 4:30 p.m., in 4112 BSB or in the mail. Papers received by 5/27 will be returned on the last day of class, June 1.

Pointers:

1) Choose a Collins theory that you find appealing or provocative, either because it seems to you do to a good job of explaining things or because you know enough about the empirical topic to recognize the strengths and weaknesses of the theory. There is a premium on originality.

2) State your topic in your first sentence and do let the reader know where in Collins's book you are drawing on.

3) Organize your thinking around the first seven steps of the Smelser-Warner framework. Presenting your paper in seven numbered paragraphs is one way of ensuring that you will not be misunderstood.

4) Use your own words to express Collins's ideas (but do state his propositions precisely).

5) You are welcomed but not required or urged to append a critique. But do not slight the job of analysis.

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TAKE-HOME FINAL EXAMINATION

Directions: Answer the question below, using approximately 1000 words. Type or neatly handwrite, using double spacing and standard margins. Keep a copy. Provide citations in the author + page number format. Due Monday, June 6 by 6:00 p.m., in 4150B BSB. If you wish to receive your grade and/or your paper in advance of OAR notification, submit a self-addressed stamped card or envelope along with your exam. Grades will be ready by June 10.

The Question: Compare Parsons's and Collins's theories on some topic of your choice. Your topic may be very global or very specific, but it must be precise. Your answer must be well organized and detailed, providing both appropriate generalities and specifics.

Suggestions:

1) You may highlight similarities or differences between the two.
2) You may compare them formally (e.g., how well they do step 5) or substantively (what they think about medical doctors), or both.
3) You may compare two whole theories (their theories of the modern American family, for example) or just an aspect of their theories (their "domain assumptions" or answers to step 2).
4) You might imagine a dialogue between the two men on the best strategy of building sociology.

Warning: Do not use Collins's arguments against Parsons as a guide to what Parsons says.

An Option: In addition to the above question, you may opt to repeat the third assignment as a way of raising your overall grade. In this circumstance, if the grade on your repeat exercise were higher than one of your other grades, the lower grade would be dropped and the new grade substituted. The details of this option are spelled out on the attached sheet.

DEPAUW UNIVERSITY
Greencastle, Indiana

Prof. Nancy J. Davis
Fall 1983

Office: 10-C Asbury Hall
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653-2278 (Home)

S & A 303--THE SOCIOLOGICAL IMAGINATION

Course Description:

The sociological imagination involves, quite simply, the posing and answering of questions about the nature of social life. These questions and answers--the stuff of sociological theory--focus on the objective "facts" of social life. How are productive resources distributed in a society? On what basis is labor divided? How much mobility is there in advanced capitalist societies? How is power divided along gender lines? What is the process by which ruling classes transmit privileges to succeeding generations? These are questions about social structures and social processes. Equally important are the questions sociological theories ask about the subjective nature of social life. Not just how much opportunity exists in a society, but how much is perceived to exist? Not just what is the distribution of wealth, but how fair is it perceived to be? These issues of attitudes, belief systems, meaning and consciousness--in short, what goes on in people's heads--very much affect how individuals and groups respond to and interact with the social structures confronting them. As such, these subjective issues are central to social theory.

What is perhaps the most fundamental question of sociological theory--the question of how social order is maintained--is also that question which most distinguishes the various theoretical perspectives within sociology from each other. How this question of social order, and by extension social conflict, is posed and answered reflects the personal history and ideological bent of the individual theorist as well as the historical circumstances, political events, and intellectual paradigms prevailing when the theory was constructed. In addition, then, to the substance of sociological theories, we will examine their development and functioning in the societies from which they emerged. Rather than tracing the development of sociological theory in a strictly biographical or chronological manner, the course will take an integrated substantive approach with the semester divided into units, each of which will focus on a key substantive issue--religion, class formation, gender stratification, deviance, alienation and anomie. This approach will allow the contrasting and integrating of various theoretical perspectives within the discipline of sociology. On each topic, we will be concerned with the implications of the theories for contemporary social life and with how the sociological method could be brought to bear in a test of them.

Required Reading:

Max Weber, SELECTIONS FROM HIS WORK (S.M. Miller, ed.), 1963.
Emile Durkheim, SELECTIONS FROM HIS WORK (George Simpson, ed.), 1963.
Karl Marx and Friedrich Engels, MANIFESTO OF THE COMMUNIST PARTY, 1980 (1848).
Peter Berger, INVITATION TO SOCIOLOGY: A HUMANISTIC PERSPECTIVE, 1963.
Erving Goffman, ASYLUMS: ESSAYS ON THE SOCIAL SITUATION OF MENTAL PATIENTS AND OTHER INMATES, 1961.
C. Wright Mills, THE SOCIOLOGICAL IMAGINATION, 1959.

READINGS IN CLASSICAL AND CONTEMPORARY SOCIAL THEORY (Collection of articles sold only in the DePauw University Bookstore)

The suggested readings listed in the syllabus are for those interested in further pursuing a particular topic. These sources will provide additional reading that is needed to prepare your group presentation, and are available, for the most part, in the library or from my personal collection.

Class Meetings:

Monday and Wednesday 2:00-4:00 p.m.
114 E. College

Office Hours:

I encourage each of you to drop in during office hours for a visit during the early weeks of the semester. Keep in contact. You do not need a crisis or a low grade to be welcome. If my office hours prove impossible for you to make, we can set up an appointment for another time.

My office is on the lower level of Asbury Hall in room 10-C and my office hours are:

Mondays	10:00-11:00 a.m.
Tuesdays	9:00-10:00 a.m. 2:00-3:30 p.m.
Thursdays	9:00-10:00 a.m. 2:00-3:00 p.m.
Fridays	2:00-3:00 p.m.

Course Requirements:

Class attendance is mandatory. The material we will be reading is not from a textbook. It is the original work of 19th and 20th century social theorists, much of it translated from German or French. An advanced warning -- it is not easy material to read and comprehend. I will use classtimes, in part, to present new material and, in part, to discuss the central concepts in the assigned readings and to put those ideas into a historical and intellectual context. My sense is that irregular attendance will result in the inability to understand and integrate the social theories covered, the bottom line of which is poor performance on the exams and other assigments. To avoid this, attendance is required. Two absences over the course of the semester will be tolerated; after that, I will assume you have dropped the class.

There are three examinations, one on each section of the course. These exams will cover material from the readings, class lectures, and student presentations. To be turned in with the last exam will be a take-home essay question that is comprehensive in nature--that is, requiring integration of material from the entire semester. A final assignment is an oral class presentation, done in groups, on a particular theoretical perspective. There is no extra credit. Make-up exams will not be given except under compelling circumstances

and if you call me in advance of the exam date.

I would like to conduct the class as a seminar. For this format to work, it's essential that everyone keep up with the readings and feel comfortable discussing them. To promote classtime discussion, I will ask you to bring 2-3 questions with you to class that relate to that day's readings. These questions will form a basis for discussion and are a required part of the course. In addition, I'm sure that groups will be grateful during their presentations for help--comments, questions, and discussion--from other class members.

Assigments	Date	% of final Grade
Exam 1 (on Section I of the course)	Weds.--Sept. 28	25
Exam 2 (on Section II of the course)	Weds.--Nov. 2	25
Oral Presentation	Dates variable	15
Exam 3 (on Section III of the course)	Thurs.--Dec. 15 (2 pm)	25
Final Take-Home Essay (Comprehensive)	Thurs.--Dec. 15 (2 pm)	10
		100 %

COURSE SYLLABUS

I. Introduction: The Evolution of a Discipline (Aug. 29)

R: No Required Reading

S: Pitirim A. Sorokin, CONTEMPORARY SOCIOLOGICAL THEORIES, 1928.
Lewis Coser, MASTERS OF SOCIOLOGICAL THOUGHT, 1977.
Raymond Aron, MAIN CURRENTS OF SOCIOLOGICAL THOUGHT, 2 vols., 1965.
Robert A. Nisbet, THE SOCIOLOGICAL TRADITION, 1966.
T.B. Bottomore and Robert A. Nisbet, eds., A HISTORY OF SOCIOLOGICAL ANALYSIS, 1978.
Anthony Giddens, CAPITALISM AND MODERN SOCIAL THEORY, 1971.
Jonathan Turner, THE STRUCTURE OF SOCIOLOGICAL THEORIES, 1974.
Irving Zeitlin, IDEOLOGY AND THE DEVELOPMENT OF SOCIOLOGICAL Theories, 1971.

II. The Sociological Method: Classical Conceptions (Aug. 31)

R: Emile Durkheim, "Montesquieu as Forerunner of the Science of Sociology" Selection from MONTESQUIEU AND ROUSSEAU: FORERUNNERS OF SOCIOLOGY, 1893.

Emile Durkheim, "Sociology, Collective Psychology, and the Reality of Society" Selection from SUICIDE: A STUDY IN SOCIOLOGY, 1897.

Emile Durkheim, "Social Facts and Sociological Methodology"

Selection from THE RULES OF THE SOCIOLOGICAL METHOD, 1895.

Karl Marx, Selection from A CONTRIBUTION TO THE CRITIQUE OF POLITICAL ECONOMY, 1859.

Max Weber, "Basic Concepts of Sociology" Selection from ECONOMY AND SOCIETY, 1922.

Max Weber, "The Ideal Type" Selection reprinted in E. Shils and H. Finch, eds., THE METHODOLOGY OF THE SOCIAL SCIENCES, 1949 (1904).

S: Sidney Hook, "Materialism" in THE ENCYCLOPEDIA OF THE SOCIAL SCIENCES, 1933.

Anthony Giddens, ed., POSITIVISM AND SOCIOLOGY, 1974.

III. The Sociological Method: Contemporary Views (Sept. 5; Sept. 7)

R: Peter L. Berger, INVITATION TO SOCIOLOGY: A HUMANISTIC PERSPECTIVE, 1963 (Read entire book).

S: Arthur Stinchcombe, CONSTRUCTING SOCIAL THEORIES, 1968.
Anthony Giddens, NEW RULES OF SOCIOLOGICAL METHOD, 1976.
Anthony Giddens, POSITIVISM AND SOCIAL SCIENCE, 1971.
Thomas Kuhn, THE STRUCTURE OF SCIENTIFIC REVOLUTIONS, 1970.
Stephen Cole, THE SOCIOLOGICAL METHOD.
C. Wright Mills, THE SOCIOLOGICAL IMAGINATION, 1959.
Ivan Vallier, COMPARATIVE METHODS IN SOCIOLOGY, 1973.
Kenneth Bailey, METHODS OF SOCIAL RESEARCH.

IV. Theories of Religion: Evolutionary and Functionalist Perspectives (Sept. 12)

A. The Evolutionary Theories of Hume, Comte, and Spencer: The Notion of Linear Progress
B. Durkheim's Critique of Evolutionary Theories: Society as God
C. Limitations to Durkheimian Conceptions of Religion

R: David Hume, "Origin of Religion" Selection from THE NATURAL HISTORY OF RELIGION, 1757.

Auguste Comte, "The Progressive Course of the Human Mind" Selection from THE POSITIVE PHILOSOPHY OF AUGUSTE COMTE, 1830-1842.

Herbert Spencer, "An Ecclesiastical System as a Social Bond" Selection from THE PRINCIPLES OF SOCIOLOGY, 1877.

Emile Durkheim, "The Social Basis of Religion and the Sociology of Knowledge" Selection from THE ELEMENTARY FORMS OF RELIGIOUS LIFE, 1912.

Emile Durkheim, "Religion as a Product of Social Need" Selection from THE ELEMENTARY FORMS OF RELIGIOUS LIFE, 1912.

S: Gerhart Lenski, ed., AUGUSTE COMTE AND POSITIVISM: THE ESSENTIAL WRITINGS.
John Stuart Mill, AUGUSTE COMTE AND POSITIVISM.
Frank Manuel, THE PROPHETS OF PARIS, CH. 6.

S: Steven Lukes, EMILE DURKHEIM: HIS LIFE AND WORK.
Robert Nisbet, THE SOCIOLOGY OF EMILE DURKHEIM.
Anthony Giddens, "Durkheim: Religion and Moral Discipline" ch. 8 in CAPITALISM AND MODERN SOCIAL THEORY.
Guy Swanson, BIRTH OF THE GODS.
Ernest Wallwork, DURKHEIM: MORALITY & MILIEU.
William Kolb, "Values, Positivism, and the Functional Theory of Religion: The Growth of a Moral Dilemma." SOCIAL FORCES 31 1953: 305-311.
Susan Budd, SOCIOLOGISTS AND RELIGION, 1973: 19-30.

V. Marxist Theories of Religion (Sept. 14)

A. Religion as Opiate: The Relationship between Superstructure and Economic Base
B. Religion as an Expression of Real Discontent
C. The Historical Specificity of Religion

R: Ludwig Feuerbach, "The Truth of Religion" Selection from THE ESSENCE OF CHRISTIANITY, 1841.

Karl Marx, Selection from "Thesis on Feuerbach" reprinted in Karl Marx and Fredrich Engels, ON RELIGION, 1957 (1845).

Karl Marx, "Religious Illusion and the Task of History" Selection from "Contribution to the Critique of Hegel's Philosophy" reprinted in Karl Marx and Friedrich Engels, ON RELIGION, 1957 (1884).

Friedrich Engels, Selection from "On the History of Early Christianity" reprinted in Karl Marx and Friedrich Engels, ON RELIGION, 1957 (1894-95).

S: David McLellan, KARL MARX: HIS LIFE AND THOUGHT.
George Lichtheim, MARXISM: AN HISTORICAL AND CRITICAL STUDY.
R. Garaudy, MARXISM AND THE 20TH CENTURY, ch. 4, 1969.
Anthony Giddens, CAPITALISM AND MODERN SOCIAL THEORY, ch1 and 14, 1971.
Herbert Aptheker, THE URGENCY OF MARXIST-CHRISTIAN DIALOUGUE, ch. 1 and 10, 1970.
Liston Pope, MILLHANDS AND PREACHERS, 1942.
Richard Niebuhr, THE SOCIAL SOURCES OF DENOMINATIONALISM, 1929.
Peter Worsley, THE TRUMPET SHALL SOUND: A STUDY OF "CARGO" CULTS IN MELANESIA, 1968.
Campbell and Pettigrew, "Racial and Moral Crisis: The Role of Little Rock Ministers" AMERICAN JOURNAL OF SOCIOLOGY, March 1959.
Gary Marx, "Religion: Opiate or Inspiration of Civil Rights Militancy?" pp 94-105 in PROTEST AND PREJUDICE: A STUDY OF BELIEF IN THE BLACK COMMUNITY, 1967.

VI. Weberian Theories of Religion (Sept. 19)

A. Max Weber's Idealist Challenge
B. Weber's Comparative Method
C. Protestantism and the Rise of Capitalism
D. Alternative Explanations of the Rise of Capitalism
E. Weber's Types of Religious Authority

R: Max Weber, "The Protestant Ethic" Selection from THE PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM, 1904-1905.

Max Weber, "Confucianism and Puritanism" Selection from THE RELIGION OF CHINA, 1916.

Max Weber, "Charisma: Its Revolutionary Character and Its Transformation" Selection from ECONOMY AND SOCIETY, 1922.

S: Max Weber, THE SOCIOLOGY OF RELIGION, 1922.
Reinhard Bendix, MAX WEBER: AN INTELLECTUAL PORTRAIT.
Julian Freund, THE SOCIOLOGY OF MAX WEBER.
Otto Stammler, ed., MAX WEBER AND SOCIOLOGY TODAY.
Arthur Mitzman, THE IRON CAGE.
Anthony Giddens, CAPITALISM AND MODERN SOCIAL THEORY, ch 9 and 12, 1971.
Robert W. Green, ed., PROTESTANTISM AND CAPITALISM: THE WEBER THESIS AND ITS CRITICS, 1959.
R.H. Tawney, RELIGION AND THE RISE OF CAPITALISM, 1926.
Werner Sombart, THE JEWS AND MODERN CAPITALISM, 1911.
Amintore Fanfani, CATHOLISM, PROTESTANTISM AND CAPITALISM, 1935.
H.M. Robertson, ASPECTS OF THE RISE OF ECONOMIC INDIVIDUALISM, 1935.

VII. Sigmund Freud and some Psychological Theories of Religion (Sept. 21)

A. Freud: Religion as Collective Neurosis
B. LeBarre as Contemporary Application of Freudian Theory
C. Problems with the Freudian Model

R: Sigmund Freud, Selection from TOTEM AND TABOO, 1913.

Sigmund Freud, "Religion as Psychological Weakness" Selection from THE FUTURE OF AN ILLUSION, 1927.

S: Sigmund Freud, CIVILIZATION AND ITS DISCONTENTS, 1930.
Erik H. Erickson, YOUNG MAN LUTHER: A STUDY OF PSYCHOANALYSIS AND HISTORY, 1962.
William James, VARIETIES OF RELIGIOUS EXPERIENCE, 1902.
Eric Fromm, PSYCHOANALYSIS AND RELIGION, 1950.
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D. The Writings of Thomas Luckmann and Peter Berger
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FIRST EXAM: WEDS, SEPT. 28 (IN CLASS)

Section 2

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B. The Bases to Power: Weber's Types of Authority
C. Neo-Weberian Approaches to Class

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C. The Conflict Response: Inequality is Functional for Some

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B. The Contribution of Ethnomethodology to Stratification Research
C. How Class Structure is Maintained in the Classroom

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C. The Feminist Critique of Sociological Theory on Gender and Family

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B. Exchange Theory Applied to Gender Differences in Marital Power
C. Some Criticisms of Exchange Theory

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A. Marx's Concept of Alienation: The Role of Economic Structure
B. Durkheim's Notion of Moral Anarchy: Anomie and Suicide
C. 20th Century Revisions of the Concepts of Alienation and Anomie

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SECOND EXAM--WEDS. NOV. 2 (IN CLASS)

Section 3:

XX. Social Action as Process: Symbolic Interaction Theory (Nov. 7; Nov. 9)

A. George Herbert Mead's Properties of the Self
B. Herbert Blumer: The Subjective Nature of Objective Reality
C. Symbolic Interactionism as Counter-theory to the Over-Socialized Conception of Human Behavior
D. Defining the Situation: Protest Movement or Criminal Activity?

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A. The Normalcy of Crime
B. The Power of Social Labelling: Degradation and Reinterpretation
C. Role Theory: The Power of Role Expectations for Prisoners and Guards

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T.J. Scheff, BEING MENTALLY ILL: A SOCIOLOGICAL THEORY, 1966.

XXII. Theories of Crime and Deviance: Marxist and Political Economy Perspectives (Nov. 16)

A. The Role of the State in Crime
B. The Relationship between Economic Structure and Crime
C. The Politics of Punishment: Class, Race, and Gender Differences
D. Defining Mental Illness: The Effects of a Patriarchal Culture

R: Albert J. Szymanski and Ted G. Goertzel, "Crime in America" Selection from SOCIOLOGY: CLASS, CONSCIOUSNESS, AND CONTRADICTION, 1979.

Annette Ehrlich and Fred Abraham-Magdamo, "Caution: Mental Health May Be Hazardous" in HUMAN BEHAVIOR, 1974.

S: John Commons, LEGAL FOUNDATIONS OF CAPITALISM.
Michael Tigar and Madeleine Levy, LAW AND THE RISE OF CAPITALISM.
Piers Beirne and Richard Quinney, LAW, STATE AND CAPITAL: READINGS FOR A MARXIST THEORY OF LAW.
Richard Quinney, CLASS, STATE, AND CRIME, 1978.
Erik Olin Wright, THE POLITICS OF PUNISHMENT, 1973.
Edwin Schur, THE POLITICS OF DEVIANCE, 1980.
Robert Lefcourt, LAW AGAINST THE PEOPLE, 1971.
Daryl Hellman, THE ECONOMICS OF CRIME, 1980.
H. Barnett, "Wealth, Crime and Capital Accumulation" CONTEMPORARY CRISIS April 1979.
David Gordon, "Class and the Economics of Crime" REVIEW OF RADICAL POLITICAL ECONOMY, Summer 1971.
Jerome Auerback, UNEQUAL JUSTICE: LAWYERS AND SOCIAL CHANGE IN MODERN AMERICA.
Marc Green and Bruce Wasserstein, ed., WITH JUSTICE FOR SOME
Carol Smart, WOMEN, CRIME, AND CRIMINOLOGY: A FEMINIST CRITIQUE, 1976.
Harold Barnett, "The Political Economy of Rape and Prostitution" REVIEW OF READICAL POLITICAL ECONOMY 8 (Spring) 1976.
Phyllis Chesler, WOMEN AND MADNESS, 1972.
G.J. Barker-Benfield, THE HORRORS OF THE HALF-KNOWN LIFE, 1975.

THANKSGIVING BREAK

XXIII. Dramaturgical Approaches to Deviance (Nov. 28; Nov. 30)

A. Deviance as a Career
B. Presentation of Self: Impression Management of Identity.
C. Dramaturgical Analysis of a Total Institution: The Asylum
D. The Moral Career of the Mental Patient
E. Ways of Making Out in a Mental Hospital: Managing a Spoiled Identity

R: Erving Goffman, ASYLUMS: ESSAYS ON THE SOCIAL SITUATION OF MENTAL PATIENTS AND OTHER INMATES, 1961. (Read entire book)

S: Erving Goffman, PRESENTATION OF SELF IN EVERYDAY LIFE, 1959.
Erving Goffman, BEHAVIOR IN PUBLIC PLACES, 1963.
Erving Goffman, STIGMA: NOTES ON THE MANAGEMENT OF SPOILED IDENTITY, 1963.
Erving Goffman, RELATIONS IN PUBLIC, 1971.
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Erving Goffman, GENDER ADVERTISEMENTS, 1976.
Erving Goffman, "The Arrangement Between the Sexes" THEORY AND SOCIETY 4, 1977.
Thomas Szasz, THE MYTH OF MENTAL ILLNESS, 1961.
Thomas Szasz, IDEOLOGY AND INSANITY, 1979.
L. Baxandall, "Spectacles and Scenarios: A Dramaturgy of Radical Activity" in M. Goodman, ed., THE MOVEMENT TOWARD A NEW AMERICA, 1970.
John P. Hewitt and Randall Stokes, "Disclaimers" AMERICAN SOCIOLOGICAL REVIEW 40 (Feb) 1975: 1-11.
Marvin Scott and Stanford Lyman, "Accounts" AMERICAN SOCIOLOGICAL REVIEW 33 (Feb) 1968: 46-62.

XXIV. The Potential of Sociological Theory (Dec. 5; Dec. 7)

A. The Promise: Sociological Theory as Constraint against Abuses of Power
B. The Problem of the Bureaucratization of Work in Sociology
C. The Problem of Unimaginative Empiricism
D. The Politics of Funding in Academic Research
E. Some Guidelines for Sociological Craftsmanship
F. Social Thought and Individual Responsibility

R: C. Wright Mills, THE SOCIOLOGICAL IMAGINATION, 1959 (Read entire book)

S: Louis Horowitz, ed., POWER, POLITICS, AND PEOPLE: THE COLLECTED ESSAYS OF C. WRIGHT MILLS, 1963.
Ralf Dahrendorf, "Out of Utopia: Toward A Reorientation of Sociological Analysis" AMERICAN JOURNAL OF SOCIOLOGY 64, 1958: 115-127.
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Alvin Gouldner, THE COMING CRISIS OF WESTERN SOCIOLOGY, 1970.

FINAL EXAM---THURS. DEC. 15, 2-5 p.m.

Prof. Nancy J. Davis
10-C Asbury Hall

READINGS FOR THE SOCIOLOGICAL IMAGINATION

TABLE OF CONTENTS

Section I:

Emile Durkheim, "Montesquieu as Forerunner of the Science of Sociology" Selection from MONTESQUIEU AND ROUSSEAU: FORERUNNERS OF SOCIOLOGY, 1893.

Emile Durkheim, "Sociology, Collective Psychology, and the Reality of Society" Selection from SUICIDE: A STUDY IN SOCIOLOGY, 1897.

Emile Durkheim, "Social Facts and Sociological Methodology" Selection from THE RULES OF THE SOCIOLOGICAL METHOD, 1895.

Karl Marx, Selection from A CONTRIBUTION TO THE CRITIQUE OF POLITICAL ECONOMY, 1859.

Max Weber, "Basic Concepts of Sociology" Selection from ECONOMY AND SOCIETY, 1922.

Max Weber, "The Ideal Type" Selection reprinted in E. Shils and H. Finch, eds., THE METHODOLOGY OF THE SOCIAL SCIENCES, 1949 (1904).

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Auguste Comte, "The Progressive Course of the Human Mind" Selection from THE POSITIVE PHILOSOPHY OF AUGUSTE COMTE, 1830-1842.

Herbert Spencer, "An Ecclesiastical System as a Social Bond" Selection from THE PRINCIPLES OF SOCIOLOGY, 1877.

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Section II:

Karl Marx, "Class Cohesion Through Conflict" Selection from THE POVERTY OF PHILOSOPHY, 1847.

Karl Marx, "Are the Peasants a Class?" Selection from THE EIGHTEENTH BRUMAIRE OF LOUIS NAPOLEON, 1852.

Max Weber, "Class, Status, Party" Selection from ECONOMY AND SOCIETY, 1922.

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Kingsley Davis and Wilbert Moore, "Some Principles of Stratification" AMERICAN SOCIOLOGICAL REVIEW 10 (2) April 1945: 242-249.

Melvin Tumin, "Some Principles of Stratification: A Critical Analysis" AMERICAN SOCIOLOGICAL REVIEW 18 (4) 1953: 387-394.

Hugh Mehan, "Structuring School Structure" HARVARD EDUCATIONAL REVIEW 48 (1) February 1978: 32-64.

Sigmund Freud, "Anatomy is Destiny" Selection from "Femininity" in NEW INTRODUCTORY LECTURES IN PSYCHOANALYSIS, Vol. 22, 1933.

Talcott Parsons, Selection from "The Kinship System of Contemporary United States" in ESSAYS IN SOCIOLOGICAL THEORY, 1949 (1943).

Barrie Thorne, "Feminist Rethinking of the Family: An Overview" in Barrie Thorne and M. Yalom, eds., RETHINKING THE FAMILY: SOME FEMINIST QUESTIONS, 1982.

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Kathleen Gough, "Origin of the Family" in TOWARD AN ANTHROPOLOGY OF WOMEN, ed. Rayna Reiter, 1974.

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George C. Homans, "Social Behavior as Exchange" AMERICAN JOURNAL OF SOCIOLOGY, 63, 1958: 597-606.

Peter Blau, "The Exchange of Social Rewards" Selection from EXCHANGE AND POWER IN EVERYDAY LIFE, 1964.

Jean Lipman-Blumen, "Toward a Homosocial Theory of Sex Roles: An Explanation of the Sex Segregation of Social Institutions" in Martha Blaxall and Barbara Reagan, eds., WOMEN AND THE WORKPLACE: THE IMPLICATIONS OF OCCUPATIONAL SEGREGATION, 1976.

Nancy Henley, "Power, Sex, and Nonverbal Communication" in Barrie Thorne and Nancy Henley, eds., LANGUAGE AND SEX: DIFFERENCE AND DOMINANCE, 1975.

Don H. Zimmerman and Candace West, "Sex Roles, Interruptions and Silences in Conversation" in Barrie Thorne and Nancy Henley, eds., LANGUAGE AND SEX: DIFFERENCE AND DOMINANCE, 1975.

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Melvin Seeman, "on the Meaning of Alienation" AMERICAN SOCIOLOGICAL REVIEW 24 (December) 1959.

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Section III:

George H. Mead, "Taking the Role of the Other" Selection from MIND, SELF, AND SOCIETY, 1934.

George H. Mead, "Internalized Others and the Self" Selection from MIND, SELF, AND SOCIETY, 1934.

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Annette Ehrlich and Fred Abraham-Magdamo, "Caution: Mental Health May Be Hazardous" in HUMAN BEHAVIOR, 1974.

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DUQUESNE UNIVERSITY
Pittsburgh, Pa.

SOCIOLOGICAL THEORIES
Dr. Fails

DEPARTMENT OF SOCIOLOGY
Fall, 1983

DESCRIPTION AND OBJECTIVES: The mastery of theory and methodology constitutes the core of the ability to understand the relationship between Sociology and the empirical realities it studies. This course approaches the study of theory from a conceptual perspective. The student is guided to a comprehensive understanding of the fundamental concepts utilized by sociologists. This is accomplished by exposure to primary sources which range from classical statements to comtemporary additions and modifications. The student has the opportunity to work alone and with others in the process. In addition, since the literature of a people is a strong reflection of that people's ideas of the nature of social reality, the student is exposed, by way of enrichment, to the relevance of theory to life through some of the most important dramatic literature of our time.

TEXTS: SOCIOLOGICAL THEORIES: A BOOK OF READINGS, ed. by Lewis Coser and Bernard Rosenberg, 5th edition, New York: MacMillan, 1982 (ST)

THE PORTABLE ARTHUR MILLER, ed. by Harold Clurman, New York: The Viking Press, 1971 (PAM)

REQUIREMENTS:
A. Two examinations: (50% of grade)
   1. Mid-Term - 10/12
   2. Final - Scheduled for assigned time during final examination week.
B. Participation in theoretical analysis (25% of grade)
C: Paper of indeterminate length (to be explained in class (25%) of grade)

GENERAL INFORMATION: Dr. Fails' office - 512 College Hall
434-6492 or 6490(Sociology Office)

Office hours: Monday and Friday, 10-11; 2-3 pm
Wednesday, 10-11
Tuesday, 1-3
All other times by appointment

ASSIGNMENTS:

8/29	Introduction to the study of theory
8/31	Planning session
9/2	The Concept of CULTURE - ST. pp. 17-42
9/5	LABOR DAY - No classes
9/7	The Concept of CULTURE - Inquiry
9/9	The Concept of INTERACTION - ST, pp. 80-113
9/12	The Concept of INTERACTION - Inquiry

Sociological Theories
Dr. Fails
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ASSIGNMENTS (cont.)

9/14		The Concept of SOCIAL CONTROL - ST. pp. 80 - 113
9/16		The Concept of SOCIAL CONTROL - Inquiry
9/19		The Concepts of POWER AND AUTHORITY - ST, pp. 114-161
9/21		The Concepts of POWER AND AUTHORITY - Inquiry
9/23		The Concepts of POWER and AUTHORITY
9/26		The Concepts of COHESION AND CONFLICT - ST. pp. 162-184
9/28		The Concepts of COHESION AND CONFLICT - Inquiry
9/30		SOCIAL CONTROL in THE CRUCIBLE
10/3		POWER AND AUTHORITY in THE CRUCIBLE
10/5		COHESION and CONFLICT in THE CRUCIBLE
10/7		Enrichment Lecture - EMILE DURKHEIM
10/10		REVIEW
10/12	***	MID-TERM EXAMINATION
10/14		The Concept of THE DEFINITION OF THE SITUATION - ST, pp. 187-220
10/17		The Concept of THE DEFINITION OF THE SITUATION - Inquiry
10/19		The Concepts of ROLE-TAKING AND REFERENCE GROUPS - St, pp
10/24		The Concept of BUREAUCRACY - ST, pp. 326-367
10/26		The Concept of BUREAUCRACY - Inquiry
10/28		The Concepts of SOCIAL DISORGANIZATION AND DEVIANCE - ST, pp. 429-462
10/31		The Concepts of SOCIAL DISORGANIZATION and DEVIANCE - Inquiry
11/2		DEFINITION of the SITUATION in INCIDENT AT VICHY
11/4		ROLE-TAKING and REFERENCE GROUPS in INCIDENT AT VICHY
11/7		BUREAUCRACY in INCIDENT AT VICHY
11/9		SOCIAL DISORGANIZATION and DEVIANCE in INCIDENT AT VICHY
11/11		ENRICHMENT - MAX WEBER
11/14		The Concept of STATUS - ST, pp. 263-291
11/16		The Concept of STATUS - Inquiry
11/18		The Concept of CLASS - ST, pp. 292-325
11/19 - 11/28		THANKSGIVING VACATION
11/28		The Concepts of ALIENATION and ANOMIE - ST,pp.386-428
11/30		The Concepts of ALIENATION and ANOMIE - Inquiry
12/2		STATUS and CLASS in DEATH OF A SALESMAN
12/5		ALIENATION and ANOMIE in DEATH OF A SALESMAN

SOCIOLOGICAL THEORIES
Dr. Fails
Fall, 1983

ASSIGNMENTS (contd.)

12/7	NO CLASS - Thursday classes meet
12/9	The concepts of STRUCTURE and STRUCTURAL AMBIVALENCE - ST, pp. 463-518
12/12	The concepts of STRUCTURE and STRUCTURAL AMBIVALENCE - Inquiry
12/14	STRUCTURE and STRUCTURAL AMBIVALENCE in THE PRICE (Last Class)
12/15	Final Examinations begin -

DESCRIPTION OF A METHOD FOR TEACHING UNDERGRADUATE THEORY

Eleanor V. Fails, Ph.D
Professor of Sociology
Duquesne University
Pittsburgh, Pa. 15282

The course described in the accompanying syllabus is designed for sociology majors and minors. With special permission, upper classmen from other disciplines are admitted. Most of the students taking the course are Juniors. A survey of sociology course is the prerequisite.

The first lecture addresses the place of theory in sociology and the students are encouraged to familiarize themselves with the text with an eye to choosing a concept they would like to explore with two or three of their peers. In the second lecture the names of the concepts found in the Coser and Rosenberg reader chosen for student development are put on the black board. Depending on the number of students in the class (there are usually 25-30), the numbers who will be dealing with each concept are written under the names of the concepts. Then, as their names are drawn at random from the cards they filled out the first day, the students may sign for whatever concept they choose. Their choices are limited, however, the later their names are called since every concept must be covered and, ordinarily, three to four students constitute a group.

The objective in dealing with the concepts is to develop a comprehensive definition of each by drawing relevant points from the contributing theorists. The students are discouraged from simply outlining the readings; rather they are instructed to look for major ideas and their development which further an understanding

of the concept (a sampling of the definitions developed over the years are attached). I usually deal with the "culture" concept so they will understand various ways of approaching the material. We use a small group discussion approach for the"interaction" concept. In this exercise the students are grouped as they will be for the analysis of their own concept. This gives them an opportunity to meet with each other and establish rapport. The theorists associated with the concept are divided among the groups, and at the end of our discussion of the contributions of these theorists, we attempt to derive a working definition of interaction with participation from the entire class (the bright ones love this; the not-so-bright find it more difficult).

Prior to presenting their concept to the class, each student group meets twice with me. The first is a brief meeting in which we decide which student will concentrate on which theorist(s); the second is of longer duration since the group goes over its entire presentation with me before appearing in front of the class. I do this for two reasons: one, to make sure the significant points are covered in a way the class will understand and, two, to handle any problems the presenting student might have with the material. We allow two days for a concept. The second I have called an "inquiry" day. This gives us time to clarify and/or expand any ideas presented the first day; it also allows for additional questions from the class. The reason I have the

student presentations (the preparation for them is time-consuming) is that they really know the theory once they are able to present it in their own words to their peers.

USES OF THE LITERATURE:

The empirical testing of the theoretical concepts comes in the analysis of some aspect of life as it is presented in a literary piece. The students who have dealt with the concept also handle the analysis for the class after sharing their ideas with me. We have found that short stories or plays lend themselves best to this not only because time-wise, they are manageable, but because in them a story is introduced, developed, and concluded and characters are developed fairly concisely. We have used Lewis Coser's reader SOCIOLOGY THROUGH LITERATURE, but for the last two semesters we have used four plays from Arthur Miller. We "match" the concepts with the plays, realizing that most of them could be developed in most of the plays, but that some of the plays contain more "blatant" manifestations of the concepts than others; for instance, "cohesion" and "conflict" in the characters of Elizabeth and John Proctor in THE CRUCIBLE.

What follows is a brief example of how the plays as a teaching tool have been used. This is an attempt to explain the decision VonBerg, the non-Jew, makes to give his "white pass" to Leduc, the Jew in INCIDENT AT VICHY. The students saw in it an example of reference group theory. Von Berg, a member of the nobility has had ample opportunity to review his life with its

prejudices and snobbery as he waited his turn in the police station at Vichy. What he really was dawned on him in his last conversation with the Jew Leduc toward the end of the play. He speaks of the seductiveness of the Hitler mystique at the same time that he expresses horror over what happened to some of his personal musicians who were Jews, and his feelings of guilt for not intervening in their behalf. And yet he protests to Leduc that he has never done anything against the Jews. The climax of the conversation occurs when Leduc speaks of Von Berg's cousin, Baron Kessler ------

> Leduc: Prince, you asked me before if I knew your cousin, Baron Kessler. Baron Kessler is a Nazi. He helped to remove all of the Jewish doctors from the medical school (Von Berg is struck; his eyes move about). You were aware of that, weren't you? You must have heard that at some time or another, didn't you?
>
> Von Berg (stunned, inward-seeing): Yes, I heard it. I ... had forgotten it. You see, he was ...
>
> Leduc: ... Your cousin. I understand. (They are quite joined; and Leduc is mourning for the Prince as much as for himself, despite his anger) And in any case it is only a small part of Baron Kessler to you. I understand it. But it is all of Baron Kessler to me. When you said his name, it was with love; and I'm sure he must be a man of some kindness, with whom you can see eye to eye in many things. But when I hear that name I see a knife. You see now why I say there is nothing, and will be nothing, when even you cannot really put yourself in my place? Even you! And that is why your thoughts of suicide do not move me. It's not your guilt I want, it's your responsibility -- that might have helped. Yes, if you had understood that Baron Kessler was in part, in some part, in some small and frightful part -- doing your will. You might have done something then, with your standing and your name and your decency, aside from shooting yourself!

METHOD FOR TEACHING UNDERGRADUATE THEORY
Eleanor Fails
Duquesne University

> Von Berg (in full horror, his face upthrust, calling): What can ever save us? (He covers his face with his hands).

Immediately after this exchange Von Berg is taken to the inner office and soon after he emerges with his "white pass" which he insists Leduc take. We interpret this ending as Von Berg's final identification with his reference group of the "nobility" in the finest sense of the word. What Von Berg learned in the conversation with Leduc and which he thoroughly acknowledged was that he was a nobleman who had not been a "noble man." Giving the pass to Leduc was his catharsis. It was his living out of "noblesse oblige," and his ultimate identification with the man he truly wanted to be.

EXAMINATIONS:

There are two examinations in the course. For each the procedure is the same. Approximately two weeks before the examination, a list of questions is submitted to the students (sample mid-term is attached). The students are to prepare their answers to these questions. On the day of the examination they are given a new copy of the same list of questions . On this copy four to five questions are circled (each student receives a different combination) and they are asked to do three out of the group on the mid-term and four for the final (the final examination is a two- hour examination). The real examination is in the preparation. The only surprise is that they do not know which questions

will be circled.

THE PAPER:

As a final requirement for the course the students are asked to prepare a short paper exploring the applicability of any aspect of the theories they have studied to two of the Miller plays other than the one to which the theoretical concept was specifically applied.

SOCIOLOGICAL THEORIES
Dr. Fails
The Concept of INTERACTION

Interaction requires conformity to norms or laws which establish mutual obligations of reciprocity. In the process of interacting these norms arise from the fact that each actor takes the other into account. This means that each actor functions with the probability that the other is giving what he is doing meaning and that both can arrive at a shared meaning structure. If the relationship persists, the actors come to the point where they "owe" each other the expected response. The exchange of gifts is an example of the ways in which the laws of reciprocity work. Accepting a gift imposes upon the receiver the obligation of making a return of at least equal or greater value. A gift can also symbolize the value of the relationship. It can be used to confer honor on another, or it can be used to crush the other under the burden of the obligation to reciprocate. When the laws of reciprocity are conceived of as exchange, we contend that a person will continue in a relationship as long as he experiences "profit" from it; i.e., the rewards he derives from the relationship exceed what it costs him to remain in it. Rewards, however, need not be experienced equally by all; it is enough that in the maintenance of the relationship there is <u>some</u> reward. It is also true that a reward need not be conferred directly by another. Rather, there is a sense in which rewards can be self-generated as in the experience of satisfaction one gets out of a charitable act. Numbers affect interaction to the extent that any relationship beyond the dyad creates the potential for new forms of interaction. Simmel's treatment of the role of the mediator and the arbitrator are cases in point.

SOCIOLOGICAL THEORIES
Dr. Fails
The Concept of SOCIAL CONTROL

Social control is the means by which society exercises control over individual members and enforces conformity to its norms and values. Where there are no controls, they tend to emerge. It seems that man's need for order and his awareness of his potential for destructiveness in the pursuit of his own interests make social controls necessary. To insure individual conformity, society regulates behavior socially, politically and religiously through institutionalized norms (notably the mores). The individual is expected to internalize these norms so that conformity to them becomes part of one's personality. It has been said that one of the requirements for assimilation into a society is the acceptance of the moral obligation to obey its rules. An individual's character and conscience are formed in the process of internalizing the expectations and the attitudes of significant others. Through interaction, an individual becomes aware of his own thoughts by continually reflecting on what he has learned of himself and his world through the eyes of others. Once this awareness is developed, the individual is aware of his moral obligations. What cannot be denied, however, is that if the individual is controlled, it is because he has chosen to be. There is always the possibility that even though a person is aware of the expectations of others, he prefers not to conform. To ignore this is to present an over-socialized view of man which is, in fact, erroneous. We do say that a person perfectly in tune with his group will ordinarily be one who actually wants to do what he has to do.

SOCIOLOGICAL THEORIES
Dr. Fails
The Concept of THE DEFINITION OF THE SITUATION

The reality of a social situation can be assessed at two levels: the objective and the interpretive. By the first we mean the logical, observable components of the situation; by the second we mean the subjective meaning the situation has for the participants. Appropriate action is chosen in conformity with the latter assessment which is derived from experience. These meanings are ordinarily shared by the actors but it is possible to conceive a situation where the meaning given it by the individual participant is at odds with the meaning given it by the rest and which, in time, may become morality, or the generally accepted definition of the situation. The subjective conferral of meaning is frequently irrational in the sense that it is a definition which arises from an actor's affective response or motive. Action is irrational in a variety of cases and may operate at levels which are not even evident to the actor himself. A wish or desire surfaces or becomes dominant. Alternative courses of action for satisfying the desire present themselves. The actor chooses what he perceives to be best suited to wish fulfillment, not necessarily because it is the most rational choice, nor even because it will, in fact, turn out to have been the best choice. In fact the actor may not have taken into consideration all the possible contingencies. What may occur is that his decision, after the fact, proves to be quite irrational.

SOCIOLOGICAL THEORIES
Dr. Fails
Mid-Term Review and Mid-Term Examination

1. At first glance cohesion and conflict would seem to be in opposition to one another. Actually, however, theory suggests that there is a very close relationship between the two, so much so that there may be situations in which conflict makes a positive contribution to the maintenance of social cohesion. Discuss this.

2. The very terms "social control" and "power and authority" suggest constraint and the negation of freedom. On the contrary, just the opposite seems to be true. Actually, we find some of the most profound affirmations of personal freedom and autonomy in the theory concerning these two concepts. Discuss this.

3. How would you react to the statement ... "A person who is only capable of comprehending "signs" is not fully human."

4. Understanding interaction is impossible without comprehending the importance of the role of the other in every encounter. Select aspects of the theory of interaction which illustrate the importance of the other.

5. Explain Bierstedt's statement
   "power is latent force
   force is manifest power
   authority is institutionalized power"

6. In discussing the concept of the definition of the situation Weber, Znaniecki and MacIver each address themselves to the "subjective meaning in the social situation." Briefly explain the contribution of each.

7. How would Mead and Piaget explain the way in which social controls are internalized in the individual?

8. What part does culture play in interaction?

9. Why is it appropriate to say that power is something the powerless allow the powerful to exercise?

10. The idea of exchange is an integral part of the ability to comprehend interaction. Explain.

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LA JOLLA, CALIFORNIA 92093

November 8, 1983

Professor James Latimore
Department of Sociology
and Anthropology
The University of North Carolina
UNCC Station
Charlotte NC 28223

Dear Professor Latimore:

I have your request for my teaching materials on theory. I'm afraid I do not have a lot of materials to send you. I will, however, send you a very brief outline that I used for a course last year. I'm teaching the course again this year but I don't have anything to add to the outline because all I've done is change some of the reading materials. I can also include this list of reading materials since I have used it for a senior seminar as well and happen to have extra copies.

I'm afraid that my own work on theory tends to emphasize materials that would not always enter into either a graduate or undergraduate course. This is because of my concern with integrating micro and macro aspects of theory. In any case, I hope that the little I send you is of some value.

The only thing I can say about my teaching practices is that I try to have the students examine theory in such a way that they can at least become aware of whether or not the author is sensitive to empirical issues or whether the author is writing theory as a way of addressing certain kinds of concepts but where there is no intention to ask how these theoretical ideas can be pursued in research. Furthermore, I ask the students to think about whether or not it would make a difference as to what kind of methodological strategies we pursue with respect to particular theoretical ideas. Many theorists ignore both the substantive and methodological issues entirely when they write about theory. So they may be writing about ideas that preclude the use of certain kinds of instruments or epistomological assumptions but don't always address the issue.

I'm afraid that's all I can tell you right now. If there are any other details that you would like to push me on, please let me know.

Yours sincerely,

Aaron Cicourel

AC/ra

Sociology 262A
Fall, 1982
A. V. Cicourel

Cognitive and linguistic aspects of action theory

The course will reexamine action theory as expressed in the writings of Weber, Parsons, Habermas, Schluchter and others as a means of making this body of theory empirically viable. The reexamination will make use of aspects of speech act theory, the analysis of discourse, and the notion of schema theory as currently used by cognitive scientists. The schema theory notion includes elements of a theory of comprehension and decision-making under conditions of uncertainty. A major concern of the lectures and discussion in the course will be to specify the levels of analysis we associate with notions like power, political and economic domination, and the extent to which these descriptive levels can be linked to the comprehension and production of informational particulars at the level of social interaction.

The first half of the seminar will revolve around lectures by the instructor and student participation. The second half of the course will focus on student presentations of work in progress for their seminar paper.

There will be a take-home midterm based on the class lectures, and a seminar paper that should build on the midterm examination.

The following papers will be circulated in class and should be read as quickly as possible:

Norman, D.A. and D.G. Bobrow. Descriptions: An intermediate stage in memory retrieval. Cognitive psychology. 11, 107-123, 1979.

Rumelhart, D.E. Understanding understanding. CHIP Report 100, January, 1981.

Tversky, A. and D. Kahneman. The framing of decisions and the psychology of choice. Science. 211: 453-58, 1981.

There is a huge literature on action theory. The following are a few useful sources.

Weber, M. Economy and Society (Guenther Roth and Claus Wittich, Eds.). New York: Bedminister Press, 1968, volumes 1-3.

Parsons, T. The Structure of Social Action. Glencoe, Ill.: Free Press, 1949 (or other suitable editions).

Parsons, T. The Social System. Glencoe, Ill.: Free Press, 1951.

Habermas, J. Talcott Parsons: Problems of theory construction. Sociological Inquiry. 51: 173-96, 1981.

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University of California
San Diego, CA
Theorizing

A.V. Cicourel
Fall, 1983

Books on reserve for Soc. 190

Collins, Randall. Conflict Sociology. New York: Academic Press, 1975.

Bourdieu, Pierre. Outline of a Theory of Practice. Cambridge University Press, 1977.

Giddens, Anthony. Central Problems in Social Theory. London: Macmillan, 1979.

Giddens, Anthony. New Rules of Sociological Method. London: Hutchinson, 1976.

Habermas, Jurgen. Toward A Rational Society, Boston: Beacon, 1970.

Habermas, Jurgen. Theory and Practice, Boston: Beacon, 1973.

Habermas, Jurgen. Communication and the Evolution of Society, Boston: Beacon, 1979.

Knorr, Karin C., Cicourel, Aaron V. Advances in Social Theory and Methodology. London: Loutledge & Kegan Paul, 1981.

Lemert, Charles C. Sociology and the Twilight of Man, Carbondale University of Southern Illinois Press, 1979.

Skocpol, Theda. States and Social Revolutions, Cambridge University Press, 1979.

Sociology 350: Theoretical and Methodological Problems in Sociology, 1982/83

Instructor: David Schweitzer

A critical investigation into the structure and development of conventional sociological theorizing and the bearing that this has on the methods of empirical research. Ideological, theoretical, and methodological issues will be raised with explicit reference to four general theoretical perspectives or orientations in sociology today: (1) structural-functionalism (e.g. Durkheim, Parsons, Merton, Smelser); (2) conflict theorizing (e.g. Marx/Engels, Althusser, Poulantzas, Marković and the Yugoslav Praxis Group); (3) exchange theorizing (e.g. Homans, Blau); (4) symbolic interactionism (e.g. G.H. Mead, Blumer, Goffman). Ethnomethodology (e.g. Husserl/Schutz, Garfinkel, Cicourel, Sacks) will be examined briefly as an alternative paradigm to these four conventional orientations.

Each orientation will be examined according to its (1) historical emergence and current development; (2) dominant classical and contemporary thinkers; (3) view of man and society; (4) normative directives for social change and action; (5) bearing on strategies for empirical research; (6) future prospects for sociological theorizing and research. The logic (e.g. inductive, hypothetico-deductive, and dialectical) and methods (e.g. socio-ethnographic, experimental, survey research, socio-historical, comparative cross-societal) of social inquiry will also be examined in relation to these orientations.

One of the principal aims of this course is not only to familiarize students substantively with the predominant theoretical and methodological orientations in sociology, but also to cultivate a critical perspective with regard to key issues, strengths, limitations, assumptions, and ideological commitments associated with these orientations. Several fields within the discipline of sociology will be singled out for special study with regard to these objectives, i.e. the fields of social stratification and mobility, race relations, deviance and control, alienation, work, leisure, social movements, religion.

Requirements include take-home essays, oral seminar presentations, and a final paper based on a selected topic of student interest. Readings include selections from the following: Tom Bottomore, et al. (eds.) Sociology: The State of the Art, Sage, 1982; "At the Frontiers of Sociology," International Social Science Journal, Vol. XXXIII, No. 2, 1981; Jonathan Turner, The Structure of Sociological Theory, rev. ed. Dorsey, 1978; Percy Cohen, Modern Social Theory, Heineman, 1968; Raymond Boudon, The Crisis in Sociology: Problems of Sociological Epistemology, Columbia U. Press, 1980; Ted Benton, Philosophical Foundations of the Three Sociologies, Routledge & Kegan Paul, 1977;

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Hermann Strasser, The Normative Structure of Sociology, Conservative and Emancipatory Themes in Social Thought, Routledge & Kegan Paul, 1976; Anthony Giddens, New Rules of Sociological Method: A Positivist Critique of Interpretative Sociologies, Hutchinson, 1976; Jan Berting, et al. (eds.) Problems in International Comparative Research in the Social Sciences, Pergamon, 1979; Bernard Cohen, Developing Sociological Knowledge: Theory and Method, Prentice-Hall, 1980; Alvin Gouldner, The Two Marxisms, Oxford U. Press, 1980; Joachim Israel, The Language of Dialectics and the Dialectics of Language, Munksgaard/Humanities Press, 1979; also original works by dominant thinkers and empirical researchers in sociology. Students will not be required to purchase all of these books; only a few of them (e.g. Bottomore, Turner, Benton, Gouldner) will be ordered for the UBC Bookstore.

Department of Anthropology and Sociology

SOCIOLOGY 350: Theoretical & Methodological Problems

David Schweitzer

The format below should not be viewed as a rigid or fixed programme; it is intended as a guide to the literature and sequence of topics likely to be covered in the lectures and assignments.

Part I

1. What is theory? (Turner, ch. 1; Wallace,ch. 1 & 7; Kinloch, chs. 1-4 & 15; Skidmore, ch. 1; P. Cohen, ch. 1)

2. Positivism, science, knowledge & sociology (Rex, ch. 1; Benton, chs. 3-4; Martindale, pp. 613-20).

3. What is research methodology? (Worsley, ch. 2)

4. The interplay of theory & method in sociology (Merton, ch. 3; Skidmore, ch. 3).

5. Basic procedure for social research (mimeo handout).

6. The logic of social inquiry: inductive, hypothetical-deductive, dialectical (Worsley, ch. 2; Wallace, pp. 294-5; Benton, pp. 64-7; Israel; Mirkovic).

7. Doing sociology: methods & techniques of empirical research: socio-ethnographic, experimental, social surveys, socio-historical, historical materialism, comparative cross-societal (Worsley, ch. 2).

8. Models of society (and man): equilibrium, conflict (Horton; Van den Berghe; Dahrendorf, ch. 5; P. Cohen, pp. 166-172).

9. Theoretical perspectives, with particular attention to:

   i. outlining the definitive parameters
   ii. historical emergence and current development
   iii. dominant classical and contemporary thinkers
   iv. view of man, society, and the relation between them
   v. bearing on strategies for empirical research
   vi. normative directives for social practice
   vii. future prospects for sociological theorizing and empirical research
   viii. empirical case studies

a) Structural-functionalism,
Durkheim, Parsons, Merton (Turner, Pt. 1; Wallace, ch. 2; Rex, ch. 4; Kinloch, ch. 6 & 11; Skidmore, ch. 5; P. Cohen, ch. 3; Coser, ch. 14; Strasser, ch. 6; Martindale, ch. 19; Giddens 1971).

b) Conflict theorizing,
Marx/Engels, Althusser/Poulantzas, Markovic/Kolakowski, Dahrendorf, Coser (Turner, Pt. 2; Wallace, ch. 3; Gouldner 1982; Rex, ch. 8; Kinloch, ch. 7 & 12; Coser, ch. 6; Strasser, ch. 5.1 & 7; Martindale, ch. 8; Giddens 1971).

c) Exchange theorizing,
Homans, Blau (Turner Pt. 3; Wallace, ch. 4; Kinloch, ch. 13; Skidmore, ch. 4, Martindale, ch. 14).

d) Symbolic interactionism,
G. H. Mead, Blumer, Goffman (Turner, Pt. 4; Wallace, ch. 5; Skidmore, ch. 6; Martindale, ch. 15).

e) Ethnomethodology,
Husserl /Schutz, Garfinkel, Cicourel, Sacks (Turner, Pt. 5, Wallace, ch. 6; Giddens 1976; Mehan; R. Turner).

Part II

Substantive fields: critical review of current literature, with attention to theoretical and methodological developments, trends, and issues in Bottomore, et. al., Sociology: The State of the Art.

1. race relations & minority groups (ch. 6)
2. migration (ch. 7)
3. religion (ch. 3)
4. education (ch. 8)
5. economy & society (ch. 5)
6. military (ch. 4)
7. medicine & health (ch. 12)
8. work (ch. 9)
9. leisure (ch. 11)
10. urban (ch. 10)
11. alienation (ch. 2, Geyer & Schweitzer, Shoham)
12. innovative processess in social change (ch. 1)
13. comparative social stratification & mobility (Schweitzer)
14. other; deviance & control, world system, etc. (Annual Review)

Note: Key supplementary readings with regard to reviews of current literature & developments in these and other fields in sociology appear in the Annual Review of Sociology. Relevant chapters in the three recommended introductory texts which correspond to topics in both Parts I & II should also be consulted.

Sociology 350

Theoretical and Methodological Problems in Sociology

Instructor: David Schweitzer

Required texts

* Bottomore, Tom, et al. (eds.), Sociology: The State of the Art, Sage, 1982

* Gouldner, Alvin, The Two Marxisms, Oxford University Press, 1980

* Turner, Jonathan, The Structure of Sociological Theory, 3rd edn., Dorsey, 1982.

Working bibliography and supplementary readings

Alexander, Jeffrey, Theoretical Logic in Sociology

Althusser, Louis, For Marx, Vintage Books, 1970

* Benton, Ted, Philosophical Foundations of the Three Sociologies, Routledge & Kegan Paul, 1977

Berger, Peter, and Thomas Luckman, The Social Reconstruction of Reality, Doubleday, 1966

Berting, J. et al. (eds.), Problems in International Comparative Research in the Social Sciences, Pergamon, 1979 (Focus on the fields of race relations, social mobility, and comparative research methods)

Bernstein, Richard, The Restructuring of Social and Political Theory, U. of Philadelphia Press, 1976

Black, Max, The Social Theories of Talcott Parsons, Prentice-Hall, 1961

Blau, Peter, Exchange and Power in Social Life, John Wiley & Sons, 1964; and "Interaction: Social Exchange," in International Encyclopedia of the Social Sciences, vol. 7, Macmillan, 1968, pp. 452-58

Blumer, Herbert, Symbolic Interactionism: Perspective and Method, Prentice-Hall, 1969

Boudon, Raymond, The Crisis in Sociology: Problems of Sociological Epistemology, Columbia U. Press, 1980

* Cohn, Bernard, Developing Sociological Knowledge: Theory and Method, Prentice-Hall

Cohn, Percy, Modern Sociological Theory, Heineman, 1968

* Coser, Lewis A. and Morris Rosenberg, (eds.), Sociological Theory: A Book of Readings, Macmillan, 1976

Dahrendorf, Ralf, Class and Class Conflict in Industrial Society, Stanford U. Press, 1959

Durkheim, Emile, The Division of Labor in Society, Macmillan, 1933; Rules of the Sociological Method, Free Press, 1938; and Suicide, Free Press, 1951

Friedrichs, Robert W., A Sociology of Sociology, Free Press, 1970

Garfinkel, Harold, Studies in Ethnomethodology, Prentice-Hall, 1967; also works by Harvey Sacks, David Sudnow, Don Zimmerman, Melvin Pollner, Aron Cicourel

Geyer, R.F., and David Schweitzer (eds.), Theories of Alienation, Martinus Nijhoff, 1976; and Alienation: Problems of Meaning, Theory, and Method, Routledge & Kegan Paul, 1981

* Giddens, Anthony, Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim, and Max Weber, Cambridge U. Press, 1971

-----, New Rules of Sociological Method: A Positivist Critique of the Interpretative Sociologies, Hutchinson, 1976

Goffman, Erving, The Presentation of Self in Everyday Life, Doubleday, 1959; Interaction Ritual, Anchor, 1967; Encounters, Bobbs-Merrill, 1961; Stigma, Prentice-Hall, 1963

Gouldner, Alvin, The Coming Crisis of Western Sociology, Basic Books, 1970

Homans, George, The Human Group, Harcourt Brace Jovanovich, 1950; and Social Behavior: Its Elementary Forms, Harcourt Brace Jovanovich, 1961

Horton, John, "Order and conflict theories of social problems as competing ideologies," Amer. J. Soc. 71:701-13, 1966

Husserl, Edmund, Phenomenology and the Crisis of Western Philosophy, Harper & Row, 1965

Israel, Joachim, The Language of Dialectics and the Dialectics of Language, Munksgaard/Humanities Press, 1979

Kinlock, G.C., Sociological Theory: Its Development and Major Paradigms, Routledge & Kegan Paul, 1961

Kolakowski, Leszek, Main Currents of Marxism: Its Rise, Growth and Dissolution--The Founders (Vol. I); The Golden Age (Vol.II); The Breakdown (Vol. III), Oxford U. Press, 1978

Kuhn, Thomas, The Structure of Scientific Revolutions, 1962

Marković, Mihailo, From Affluence to Praxis: Philosophy and Social Criticism, U. of Michigan Press, 1974; and The Contemporary Marx, Spokesman Books, 1974

Marx, Karl, Economic and Philosophical Manuscripts; German Ideology; Grundrisse - see David McLellan (ed.), Marx's Grundrisse, Paladin, 1973; and Robert Tucker, (ed.) The Marx Engels Reader, W.W. Norton, 1972

Mead, George Herbert, Mind, Self, and Society, U. of Chicago Press, 1934; also see Anselm Strauss, ed., George Herbert Mead on Social Psychology, U. of Chicago Press, 1964

Mehan, Hugh, and Houston Wood, The Reality of Ethnomethodology, Prentice-Hall, 1975

Merton, Robert K., Social Theory and Social Structure, Free Press, 1968

Mirković, Damir, Dialectic and Sociological Thought, Diliton Publications, 1980

Parsons, Talcott, The Structure of Social Action, McGraw-Hill, 1937; and The Social System, Free Press, 1951; and Toward a General Theory of Action (with Edward Shils), Harper & Row, 1951

Poulantzas, Nicos, State, Power, and Socialism, New Left Books, 1978

Rex, John, Key Problems of Sociological Theory, Routledge & Kegan Paul

Ritzer, George, (ed.), Issues, Debates, and Controversies: An Introduction to Sociology, Allyn & Bacon, 1972

Schutz, Alfred, The Phenomenology of the Social World, Northwestern U. Press, 1967

Schweitzer, David, "Social Mobility, status attainment, and class formation: theoretical, ideological, and methodological problems in international comparative research," Sociological Spectrum 1:209-46, 1981

Sherman, Howard, "Dialectics as a method," Insurgent Sociologist, Vol. VI, No. IV, Summer, 1976

Shoham, S. Giora (ed.), Alienation and Anomie Revisited, U. of Tel-Aviv Press, 1982

Skidmore, William, Theoretical Thinking in Sociology, 2nd edn., Cambridge U. Press, 1979

Smelser, Neil J., Comparative Methods in the Social Sciences, Prentice-Hall, 1976 (focus on de Tocqueville, Durkheim, and Weber)

Strasser, Hermann, The Normative Structure of Sociology, Routledge & Kegan Paul, 1976

Turner, Roy. (ed.), Ethnomethodology, Penguin, 1974

van den Berghe, Pierre, "Dialectic and Functionalism," Dorsey, Amer. Soc. R. 28:695-705, 1963

Wallace, Ruth, and Alison Wolf, Contemporary Sociological Theory, Prentice-Hall, 1980

Weber, Max, Theory of Social and Economic Organization, Free Press, 1947; also see Hans Gerth and C. Wright Mills (eds.), From Max Weber: Essays in Sociology, Oxford U. Press, 1958.

Recommended introductory texts (two-hour reserve in Sedgewick Library, AnSo 100)

Goodman, Norman, and Gary T. Marx, Sociology Today, 4th edn., Random House, 1982

Light, Donald, and Suzanne Keller, Sociology, 3rd edn., Knopf, 1982

Richardson, Ian, Sociology, 2nd edn., Worth Publishers, 1981

Department of Anthropology and Sociology

Sociology 350: Theoretical and Methodological Problems

D. Schweitzer

I. Format

Deadlines for written reports & alternative papers	
19 Nov.	(1) Symbolic interactionism

a) Introduction and overview - Judy Sheckter
b) Mead & Blumer - Monique Harlock
c) Goffman - Judy Sheckter

Papers - Jane Conway
- Herbert Lum

24 Nov. (2) Exchange theorizing

a) Introduction & overview, plus Blau - Scott Peterson
b) Homans - Sylvia Berryman

Papers - Eileen Novy
- Nick Schmaling

1 Dec. (3) Conflict theorizing

a) Introduction & overview - Margot Kilpatrick
b) Historical emergence & current developments - Gary Fanning
c) Marx & Engels - Markan Kalar
d) Contemporary Marxism: humanists and structuralists - Mike Down
e) Dahrendorf & Mills - Joyce

Papers - Jay Goddard
Lynn Ahwee

I. Format (cont'd)

Deadlines for written reports & alternative papers

8 Dec. (4) Structual-functionalism

a) Introduction & overview - Pat
b) Parsons & Merton - Albert Wei
c) Empirical case studies - Carlos Sperling

Papers - Gordon Zenk

8 Dec. (5) Phenomenology & Ethnomethodology

a) Introduction & overview, plus Husserl & Schutz - Susan Tanco
b) Garfinkel et. al., plus Giddens - Sheri Fabian

Papers - Brenda Pow

II. Guidelines

1. Preparation for each assignment should be developed through consultation with the instructor and each of the "team" members working within the same theoretical perspective.

2. The aim of the oral seminar presentation is to develop a clear and critical understanding of the selected topic, and then to deliver it as effectively as possible. The presentation should be concise, informative and organied with an eye to generating discussion and feedback.

3. Allow approximately 20-30 minutes for oral presentation and 20-30 minutes for discussion.

4. Oral seminar reports will follow the above sequential format, allowing for roughly one session per report.

5. Each member of the "team" working within the same theoretical perspective is responsible for generating and contributing substantively to the discussion.

6. Students who have opted for the longer term paper are also expected to contribute actively and substantively to discussions pertaining to the theoretical perspective that they have selected.

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II. Guidelines (cont'd)

7. Grades (max. 40 pts. out of 150) will be assigned to each student after the last oral seminar presentation.

8. Students dealing with the introduction and overview of a selected theoretical perspective should include an outline of the definitive parameters of the perspective, and some reference to strengths and weaknesses, main concepts, basic assumptions and propositions, and key issues/controversies/debates.

9. Everyone is responsible, at the minimum, for the relevant chapters in the Turner, Wallace-Wolff and Gouldner texts. You are encouraged to research your own topic by consulting other recommended readings referred to in the handouts.

10. Everyone should consider the strengths & insights of each theoretical perspective.

11. Everyone should consider the limitations, weaknesses, theoretical gaps, ideological biases, etc. of each theoretical perspective.

12. Critical and independent thinking in your contributions (discussion, oral reports, alternative term papers) are encouraged; try to incorporate your own personal assessment and critical stance on a few of the major problems or issues.

13. Your name, student no., course title, date, and name of instructor should be placed at the beginning or on the cover page of all written work.

14. You may draw from your written outline and preparatory notes for the oral presentation, but an extensive verbatim reading from written materials is discouraged. Seminar reports which are read in class tend too often to be dry or static, and run the risk of losing the interest or attention of the group.

15. Written assignments (reports and alternative papers) are due on the dates specified in the above format. About 25 copies of the back-up report for oral presentations should be ready for distribution to class members on these dates.

III. Requirements for the Course

1. Oral seminar report on a selected topic of interest, based on a typewritten double-spaced outline (5-10 pgs.) to be duplicated and distributed well in advance of the oral presentation. (40 points).

   Or, an alternative term paper (15-20 typewritten doublespaced pages) on a selected theoretical perspective, with the emphasis on developing a critical overview of the theoretical perspective, and some reference to its historical emergence, current developments, dominant thinkers, and other points included in an earlier handout, e.g. view of man and society, empirical research strategies, empirical case studies, remedial directives for social practice, concept of social structure, etc. (40 points).

2. Oral seminar report or an alternative term paper dealing with one of the substantive fields in the discipline of sociology, which should include a critical review of current literature, an outline of recent theoretical and methodological developments, a highlighting of key issues currently under debate, and a specification of priorities for further study in each respective field, based primarily but not exclusively on Sociology: The State of the Art, edited by T. B. Bottomore et. al. Guidelines for the first assignment should be followed. (40 points).

3. Final paper for the course (20-35 typewritten double-spaced pages) which presumably reflects a development of ideas from a previous assignment, and an end-of-term oral progress report on the paper (70 points).

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Syllabi for

Graduate Courses

Department of Sociology
University of Virginia

Fall, 1982

SOCIOLOGY 503

The History of Sociology I

Robert Bierstedt

1. After a lecture or two on the character of sociological inquiry, the course will turn to sociological thought in the 19th century and then proceed to separate discussions of such major sociological theorists as Saint-Simon, Comte, Spencer, Quetelet, Le Play, Marx, Sumner, Ward, Tonnies, Simmel, Cooley, Thomas, Tarde, Le Bon, Pareto, Durkheim and Weber with occasional reference to others of perhaps less significance.

2. There will be one final examination (non mid-term) consisting of both objective (factual) and essay (thoughtful!) questions.

3. A term paper is required. This will enable you to do research in depth on a single sociological theorist or a single sociological theory. It should be, let us say, 15 to 20 typewritten pages long and it must be critical (positive and negative) and not expository.

4. Students tend to feel comfortable with a text and therefore the text for this course is Sociological Theory: Its Nature and Growth, 4th edition, by Nicholas S. Timasheff and George A. Theodorson. It is much less profound than Coser, listed below, but it treats more theorists.

5. I have asked that the following books be placed on reserve and I hope that you will give them your generous attention. As graduate students, however, you will want to gain as much control as possible of the primary sources.

Abel, Theodore, Systematic Sociology in Germany, Columbia University Press, New York, 1929.

Aron, Raymond, Main Currents in Sociological Thought, 2 vols., Basic Books, New York, 1965, 1967.

Barnes, Harry Elmer (ed.) An Introduction to the History of Sociology, The University of Chicago Press, Chicago, 1948.

Barnes, Harry Elmer, and Howard Becker, Social Thought from Lore to Science, Harren Press, Washington, D.C., 1952. The first edition was published by the University of Chicago Press in 1938.

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Robert Bierstedt
Soc. 503

Bierstedt, Robert, American Sociological Theory: A Critical History, Academic Press, New York, 1981.

Bierstedt, Robert (ed.), The Making of Society, The Modern Library, Random House, New York, 1959.

Coser, Lewis A., Masters of Sociological Thought, Harcourt, Brace, Jovanovich, New York, 2/e, 1977.

Encyclopedia of the Social Sciences, 1930, and its successor, the International Encyclopedia of the Social Sciences, 1968.

Fletcher, Ronald, The Making of Sociology, 2 vols. (a third to come), Michael Joseph, London, 1971.

House, Floyd Nelson, The development of Sociology, McGraw-Hill, New York, 1936.

Odum, Howard W., American Sociology, Longmans, Green, New York, 1951.

Raison, Timothy (ed.), The Founding Fathers of Social Science, Penguin, Baltimore, 1939.

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6001L SOCIOLOGICAL THEORY I

INSTRUCTOR I.M. Zeitlin
University of Toronto
Dept. of Sociology

FALL, 1983-4

Is it possible to understand the workings of a society without knowing its history? Is there such a thing as a sound sociological theory that is somehow independent of history? On the other hand, can a historian write an adequate history of a given society without employing general sociological concepts? In a word, what is the proper relationship between sociological theory and historical analysis?

We shall seek preliminary answers to these all-important questions by studying the writings of Karl Marx and Max Weber. For it is these two theorists in particular who stand out as the most historically-minded figures in the classical tradition of sociological thinking. Our point of departure will be the Marxian concept, "mode of production," and its analogue in Weber's thought. What Weber called the relation of economy to society will constitute the focal concern of the seminar.

All seminar participants will be required to read the assigned texts in advance and to come prepared to address questions and issues raised by the instructor. The sole written requirement for Part I of this course will be an open-book, take-home essay examination.

TOPICS AND REQUIRED READINGS

See the last part of this outline for full reference to sources to be consulted.

I. Sociological Theory and Historical Analysis in Marx and Engels

1. Instructor's Opening Remarks: The So-called "Materialist Conception of History"
   - Marx, "Preface" to A Contribution to the Critique of Political Economy, Also available in Bottomore and Rubel, Selected Writings..., pp. 51-53
   - Engels, letters to Bloch and Starkenburg, MESW II, pp. 443 ff., and 457 ff.
   - Zeitlin, Ideology and the Development..., 2nd ed., Part three, The Marxian Watershed
2. Tribal Ownership (Primitive Communal Society)
   - Marx, German Ideology, Part I (Feuerbach)
   - Engels, Origin of the Family...
3. The Ancient or Slave Mode of Production
   - Marx, Pre-capitalist Economic Formations
4. The Feudal Mode of Production
   - Engels, The "Mark"

5. The Asiatic Mode of Production

- Marx, Grundrisse, pp. 471-496
  Pre-Capitalist Formations
  MESC, pp. 97-104, that is, the exchange of letters between Marx and Engels dated June 2, 1853, June 6, 1853; June 14, 1853.
- Engels, Anti-Duhring, pp. 249ff
- Lichtheim, "Oriental Despotism", in The Concept of Ideology...
- Wittfogel, Oriental Despotism, chs. 1, 2 and 9.

6. The Capitalist Mode of Production

- Marx, Capital I, Part 8, "The So-Called Primitive Accumulation of Capital," chs. 26-33, also prefaces to all editions and ch. 1 & 2; Part III, "The Production of Absolute Surplus-Value," chs. 8-10, section 2. Capital III, "The Tendency of the Rate of Profit to Fall," chs. 13-15.

II. Social Theory and Historical Analysis in Max Weber: Substantive and Methodological Convergences with Marx

7. Zeitlin, Ideology and...ch. 11.

8. Tribal Ownership and the Transition to the Slave and Feudal Modes of Production

- Weber, GEH, chs. 1-5
  ASAC, "The Social Causes of the Decline of Ancient Civilization" (appendix), and the chapters on Greece, the Hellenistic Empire and Rome.
  E & S III, ch. 13.

9. The Asiatic Mode of Production

- Weber, ASAC, chs. on Mesopotamia and Egypt
  E & S III, "patrimonialism," pp. 1006 ff.

10. - Gerth & Mills, From Max Weber, chs. 16 & 17.

11. 10. The Origins of Capitalism

- Weber, The Protestant Ethic
  GEH, chs. 6-30

11. The Development and Maturation of Capitalism

- Gerth & Mills, Part II, chs. 6-8;
- E & S I, p. 305; E & S II, p. 927
- Gerth & Mills, "Politics as a Vocation," and "Science as a Vocation."

12. Theoretical and Methodological Conclusions

- Marx's method in (a) Capital and in his (b) historical writings: "The 18th Brumaire of Louis Bonaparte," in MESW I.

- Marx's method compared with Weber's: Weber, The Methodology of the Social Sciences

The historical-sociological method of Marx and Weber contrasted with Positivist and other non-historical methods:

- Comte, Cours..., Book VI, "Social Physics,"
- Durkheim, The Rules...
- Zeitlin, Ideology and... chs. 6, 7 and 15.

SOURCES

March Bloch, Feudal Society 2 vols., Chicago: Phoenix Books, 1961.

Auguste Comte, Cours de Philosophie Positive, Book VI, Social Physics, in Gertrud Lenzer ed., Auguste Comte and Positivism, New York, Harper Torchbooks, 1975.

Emile Durkheim, The Rules of Sociological Method, New York: The Free Press, 1938.

Frederick Engels, "The Mark" see Appendix in The Peasant War in Germany, Moscow: Foreign Languages Publishing House, 1956.

_____, Anti-Duhring, Moscow: Foreign Languages Publishing House, 1954.

_____, The Origin of the Family, Private Property and the State, New York: International Publishers, 1942.

Hans H. Gerth & C. Wright Mills, From Max Weber: Essays in Sociology, New York: Oxford University Press, 1946.

George Lichtheim, The Concept of Ideology and other Essays. New York: Vintage, 1967.

Karl Marx, A Contribution to the Critique of Political Economy, Chicago: Charles H. Kerr & Co., 1904.

_____, Selected Writings in Sociology and Social Philosophy, T.B. Bottomore and M. Rubel eds., New York: McGraw-Hill, 1964.

_____, Pre-Capitalist Economic Formations (Introduction by Eric Hobsbawm), London: Lawrence & Wishart, 1964.

_____, Capital. Vol. I, Moscow: Foreign Languages Publishing House, 1954.

_____, Capital. Vol. III, Moscow: Foreign Languages Publishing House, 1962.

_____, Grundrisse (tr. by Martin Nicolaus), Middlesex, England: Penguin, 1973.

Karl Marx and Frederick Engels, Selected Correspondence (abbreviated MESC) Moscow: Foreign Languages Publishing House, 1953.

_____, Selected Works (2 vols.) (abbreviated MESW) Moscow: Foreign Languages Publishing House, 1950.

_____, The German Ideology, Moscow: Progress Publishers, 1964.

Max Weber, General Economic History (abbreviated GEH) (tr. by Frank H. Knight), New York: Collier Books, 1961.

_____. The Agrarian Sociology of Ancient Civilizations (abbreviated ASAC) (tr. by R.I. Frank) London: NLB, 1976.

_____, Economy and Society (abbreviated EXS), (3 vols.) edited by Guenther Roth and Claus Wittick, New York: Bedminster Press, 1968.

_____, The Protestant Ethic and the Spirit of Capitalism, New York; Charles Scribven's & Sons, 1958.

_____, The Methodology of the Social Sciences, (tr. and edited by E.A. Shils and H.A. Finch, Glencoe, Ill.: The Free Press, 1949.

Karl Wittfogel, Oriental Despotism, New Haven & London: Yale University Press, 1957.

Irving Zeitlin, Ideology and the Development of Sociological Theory, Second Edition, Englewood Cliffs, N.J.: Prentice-Hall, 1981.

University of Houston

Sociology 6300, Grad Seminar in Theory
Drs. A.G. Dworkin and J.S. Chafetz
Fall, 1981; Tuesday 5:30-8:30 p.m.

Required Texts:

Chafetz, J.S. A Primer on the Construction and Testing of Theories in Sociology, F.E. Peacock, 1978

Coser, L. and B. Rosenberg, eds., Sociological Thecry: A Book of Readings, 4th edition, Macmillan, 1976.

Kitzer, G., Sociology: A Multiple Paradigm Science, 2nd edition, Allyn and Bacon, 1980.

Optional Text (also available in bookstore):

Parsons, T., et al., Theories of Society, Free Press (one volume edition), 1965.

All assigned readings except those from the required texts will be placed on reserve at the main UH library.

Assignments:

Sept. 1 I. Introduction to the Course

Sept. 8 II. Paradigms

READ: Ritzer, Sociology: A Multiple Paradigm Science, the whole book.

Eckberg and Hill, "The Paradigm Concept in Sociology," American Sociological Review, Dec., 1979, pp. 925-936.

Gouldner, A., "Metaphysical Pathos and the Theory of Bureaucracy," American Political Science Review, vol. 49, 1955, pp. 493-507.

Sept. 15 III. Theory Construction

READ: Chafetz, Primer, whole book.

Gouldner, A., "Anti-Minotaur," Social Problems 9 (1962), SSSP Presidential address.

Brodbeck, M., "Models, Meaning, and Theory," in L. Gross, ed., Symposium on Sociological Theory. Harper and Row, 1959, pp. 373-403.

Sociology 6300

WRITE: Choose four concepts, one of which serves as a dependent variable for a "mini theory." Write as many propositions as needed to use all four concepts. Explain verbally the meaning of the theory and how the propositions reflect that meaning. Define all four concepts carefully.

Sept. 22 IV. Status, Norms, Roles, Values and Ideologies

READ: Goode, "A Theory of Role Strain," American Sociological Review, vol. 25, 1960, pp. 483-496.

Blake and Davis, "Norms, Values, and Sanctions," in Faris, ed., Handbook of Modern Sociology, pp. 456-484.

The following articles in Coser and Rosenberg, Sociological Theory, 4th ed.: Merton (pp. 294-303); Linton (pp. 276-281); Merton (pp. 243-250; 424-433).

The following articles in Parsons et al., Theories of Society: Weber (pp. 724-728; 1253-1265).

Sept. 29 V. Structure and Function

READ: Whitaker, "The Nature and Value of Functionalism in Sociology," in Martindale, ed., Functionalism in the Social Sciences, Monograph #5 of the American Academy of Political and Social Sciences, Feb., 1965, pp. 127-143.

Durkheim, "On Mechanical and Organic Solidarity," in Parsons et al., Theories of Society, pp. 208-213.

Aberle et al., "The Functional Prerequisites of a Society," Bobbs-Merrill reprint # S-1.

Moore, W.E., "Functionalism" in Bottomore and Nisbet, eds., A History of Sociological Analysis, pp. 321-361.

Merton, R., "A Paradigm for Functional Analysis in Sociology," in Coser and Rosenberg, pp. 527-533.

Devereaux, "Parsons' Sociological Theory," in Max Black, ed., The Social Theories of Talcott Parsons, pp. 1-63.

Merton, R. "Manifest and Latent Functions," in R. Merton, Social Theory and Social Structure, 1968 edition, pp. 73-138.

Davis, K. "The Myth of Functional Analysis as a Special Method in Sociology and Anthropology," American Sociological Review, 1959, pp. 757-773.

WRITE: Using three or more of the following concepts (status, roles, norms, values, ideologies), develop two propositions which are consistent with a functional perspective in sociology. Carefully define your terms and the functional perspective you employ with specific reference to your reading.

Oct. 6 VI. Class and Stratification

READ: Dahrendorf, R. Class and Class Conflict in Industrial Society, Chapters 1-6 (chapters 7 and 8 are optional).

Marx in Coser and Rosenberg, pp. 306-313.

Weber, in Parsons et al., pp. 443-447; 573-576.

Oct. 13 VII. Power, Authority and Elites

READ: Mills, C.W., The Power Elite, pp. 269-342.

Lopreato, J. Vilfredo Pareto, pp. 1-47; 109-161.

From Parsons et al., Simmel (pp. 540-551); Weber (pp. 229-238, 626-632, 1297-1305).

From Coser and Rosenberg: pp. 136-161, 354-377.

WRITE: From two different paradigmatic approaches, explain how elites maintain their power/authority over other social classes, with specific reference to your reading.

Oct. 20 VIII. Anomie and Alienation

READ: Fromm, E. Marx's Concept of Man, pp. 1-83.

Marx, Seeman, Durkheim, Merton, Parsons, Cloward, all in Coser and Rosenberg: pp. 397-433, 441-450.

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Oct. 27 IX. Conflict and Cohesion

READ: Coser, L. The Functions of Social Conflict; skim whole book.

In Coser and Rosenberg: Dahrendorf, pp. 184-202; Durkheim and Malinowski, pp. 164-181.

In Parsons et al., Simmel, pp. 1324-1325.

A.G. Dworkin, "The Conundrum of Social Change" (class handout).

WRITE: Develop at least two propositions explaining the degree of alienation and/or anomie in a society, at least one of which reflects a conflict orientation, the other(s) a consensus or cohesion orientation. Reference your readings.

Nov. 3 X. Social Change

READ: Moore, W.E., Social Change, skim whole book.

Martindale, D., The Nature and Types of Sociological Theory, pp. 162-175.

In Parsons et al., Lenin (pp. 580-588); Weber (pp. 1063-1065).

In Coser and Rosenberg: Marx, Spencer, Parsons, Eisenstadt (pp. 596-646).

Nov. 10 XI. Deviance and Control

READ: Matza, D. Delinquency and Drift, Chapters 1 and 2.

In Coser and Rosenberg: Wrong, pp. 104-113; also Sumner, Durkheim, Mead, Piaget, Sutherland and Cressey, Thomas and Azaniecki, Becker, Garfinkel (pp. 85-104; 458-489).

WRITE: Use some aspect of social change as an independent variable and some aspect of deviance as a dependent variable to develop and justify theoretically a proposition. Then, use some aspect of deviance as your independent and some aspect of social change as your dependent variable to develop and justify theoretically a proposition. Define all terms and reference your reading.

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Nov. 17 XII. Interaction, Self-Other, Reference Groups

READ: Turner, J. The Structure of Sociological Theory, revised edition, chapters 15, 18, 19.

Blumer, H. Symbolic Interactionism, chapter 1.

Coser, L., "Presidential Address," American Sociological Review, Dec., 1975, pp. 691-700.

In Coser and Rosenberg: Goffman (pp. 263-271); Simmel (pp. 45-53); Merton and Kitt (pp. 243-250).

In Parsons et al.: Simmel (pp. 157-163, 540-551), Weber (pp. 173-179), also pp. 739-744, 822-830, 835-838, 944-946.

Nov. 24 XIII. Exchange, Reciprocity and Behavior

READ: Dworkin, "Balanced and Unbalanced States," class handout.

Turner, J., The Structure of Sociological Theory, revised edition, Part III (pp. 201-305).

In Coser and Rosenberg: Malinowski, Levi-Strauss, Homans, Blau (pp. 58-70, 72-79).

WRITE: Reference groups provide two major functions for individuals: 1) they sanction behavior, and 2) they provide a standard for self-judgement. Given this, develop at least two propositions, one of which reflects a symbolic interactionist use of the concept "reference group"; the other of which reflects an exchange theory use of the same concept. Reference your readings.

Dec. 1 and 8 Oral delivery of term papers and discussion of them.

Assessment of work (ie., grading):

1. Short papers: you have 6 2-4 page papers assigned, one every other week relating to the assigned reading. The purpose of these papers is two-fold. First, they provide an opportunity to enhance your writing skills. Second, they will provide the basis for class-room discussion. Because of this second function, NO LATE PAPERS WILL BE ACCEPTED. These papers will not be given a letter grade. Rather, a check (✓) will be given if the paper accomplishes the assignment at a level commensurate with graduate quality (including both content and writing style). A minus (—) will be given when the quality does not reach graduate standards. A plus (+) will be given only

rarely when the paper surpasses expectations for the assignment. A zero (0) will be given for papers not handed in, and a zero is much worse than a minus. Collectively, the short papers constitute 40% of your final grade for this course.

2. Term paper: your written term paper will account for 40% of your final grade. Your class presentation of the paper will account for 10% of your grade. You will also serve as a formal discussant for a class-mate's presentation of her/his term paper and your performance as discussant will account for the last 10%.

3. Brownie points will be awarded for active and intelligent class participation, but it is expected that all students will participate to a substantial degree.

Term Paper Assignment:

The term paper for this course is to be coordinated with your term paper for the Graduate Seminar in Methods. In effect, your paper for this course constitutes the first half of the larger project and it is expected that your Methods paper will be the rest of it. Note, however, each course requires a separate paper that will be graded independently. Thus, it is not mandatory to be enrolled in both seminars this semester. You are to choose a general topic, preferably a topic you think might constitute your thesis topic. You should submit your topic to us by Oct. 6 at the latest so that we may check to see that the scope of your topic is appropriate. Changes made after this should also be submitted to us. Then:

1. Discuss theories from two competing paradigms that pertain to your topic. Critically evaluate the explanatory power of the different theories and paradigmatic approaches to your topic.

2. Review the existing empirical work relevant to your topic, critically evaluating each work reviewed.

3. On the basis of your review of the theoretical and empirical work relevant to your topic, develop a set of propositions and carefully define all major concepts.

The paper for this course should be no longer than 30 pages of text, and could conceivable be as short as 15-20 pages, depending on your topic. Use ASR referencing format. The due date for the paper will be one week after you deliver the paper orally in class. For your class presentation you must have a sufficiently good draft to give to your discussant one week before you present your talk. Failure to do so penalizes one of your classmates and will be severely frowned upon by your professors. Only in exceptional, probably health-related cases, will students be permitted to hand in their paper late. This means that incompletes for this course will be given only in emergencies.

Sociology 6300

Talks:

You will be given up to 20 minutes to present your paper in class and will be cut off at that time (this is normal professional behavior at meetings). Do not simply read a paper to the class. Tell the class the important points. You might consider using hand-outs listing important points, your propositions, etc.

Discussant Role:

You will be given up to 10 minutes (and no more) to critically evaluate the talk. Your job is to point out the major strengths and weaknesses of the paper and to help the author improve the paper.

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE
Edwardsville, Illinois

Soc. 550 Survey of Sociological Theory
Thurs. 6:30-9:20
Peck 2413

Instructor: Professor Robert R. Blain

Fall, 1983

Office: Peck 1213

Phone: 692-2490
656-5706

COURSE OBJECTIVES

1. TO SURVEY THE HISTORY OF SOCIOLOGY IN THE UNITED STATES
   A. 1892-1910 - The Founding Period
   B. 1918-1935 - The Quest to be Scientific
   C. 1935-1959 - Scholarship versus Science
   D. 1960-1980 - Fragmentation
2. TO EXAMINE FOUR ISSUES IN THEORY
   A. Value neutrality versus Objectivity
   B. Scholarship versus Science
   C. Realism versus Nominalism
   D. Determinism versus Voluntarism
3. TO SURVEY A FEW CONTEMPORARY "THEORIES"
   A. Talcott Parsons' Four Function Paradigm
   B. Gerhard Lenski's attempt to synthesize Functionalism and Conflict "theory."
   C. George Homans' Social Exchange Theory.
   D. Robert Blain's Theory of Society as Information Chains

READING MATERIALS

Most of the readings are contained in xeroxed materials.
The textbook is:
Harry Elmer Barnes, An Introduction to the History of Sociology. Abridged Edition. University of Chicago Press, 1948.
The reference "Hinkle" is to Roscoe Hinkle, Jr. and Gisela Hinkle, The Development of Modern Sociology, Random House, 1954.

READING ASSIGNMENTS

Sept. 29: Introduction

I. THE DEVELOPMENT OF SOCIOLOGY IN THE UNITED STATES.

Oct. 6
A. 1892-1918 - THE FOUNDING PERIOD.
Hinkle, Chapter 1 The Foundation of American Sociology.
Barnes, Chapter XVIII Albion Woodbury Small: Promoter of American sociology and expositor of social interests.409-433.
1. Albion W. Small and George E. Vincent, An Introduction to the Study of Society. American Book Company, 1894.
2. Auguste Comte, System of Positive Polity. Vol. 1. London, 1851.
Barnes, Chapter VIII. The sociological theories of Franklin Henry Giddings: Consciousness of kind, pluralistic behaviorism, and statistical method.180-201.
3. Franklin Giddings, Principles of Sociology. 1896.
Barnes, Chapter III. Herbert Spencer and the evolutionary defense of individualism.81-108.
4. Herbert Spencer, on the nature of social facts from: The Study

of Sociology. 1894. and on militant and industrial societies from: The Principles of Sociology. 1874.
Barnes, Chapter V. Lester Frank Ward: The reconstruction of society by social science. 126-143.

5. Lester Frank Ward, Pure Sociology, 1907.
Barnes, Chapter XVII, William Graham Sumner: Spencerianism in American dress, 391-408.

6. William Graham Sumner and Albert G. Keller, The Science of Society. Vol I. 1927.
Barnes, Chapter XX. The sociological theories of Edward Alsworth Ross. 448-461.

7. Edward Alsworth Ross, Social Control. 1901.

Oct. 13
B. 1918-1935: THE QUEST TO BE SCIENTIFIC
Hinkle, Chapter 2 The Quest to Make Sociology Scientific.

1. Jessie Bernard, "The history and prospects of sociology in the United States," in George Lundberg, Read Bain, and Nels Anderson, Trends in American Sociology. Harper, 1929.
Barnes, Chapter XIX. William Isaac Thomas: The fusion of psychological and cultural sociology. 436-447.

2. William I. Thomas and Florian Znaniecki, The Polish Peasant in Europe and America, Vol. I, Dover Publications, 1958 (Originally published in 1918).

3. Robert S. Lynd and Helen M. Lynd, Middletown: A Study in American Culture. Harcourt, Brace, and World, 1929.

4. Charles Horton Cooley, Human Nature and the Social Order. 1902.
Barnes, Chapter XI. The sociology of Georg Simmel: The forms of social interaction. 269-293.

5. Kurt Wolff (ed.), The Sociology of Georg Simmel.

6. Robert Park and Ernest Burgess, Introduction to the Science of Sociology. University of Chicago, 1925.

Oct. 20
C. 1935-1959: SCHOLARSHIP VERSUS SCIENCE OR THEORY VERSUS RESEARCH
Hinkle, Chapter 3 Reciprocity of Theory, Research, and Application.

1. Morton M. Hunt, "How does it come to be so?" The New Yorker. January 28, 1961, pp. 39-63. Reprinted in Comtemporary Sociology, Milton Barron (ed.), 1964.

2. Talcott Parsons, "General theory in sociology," from Sociology Today. Robert Merton, Leonard Broom, Leonard Cottrell (eds.). 1959.

3. C. Wright Mills, The Power Elite. Oxford University Press, 1956.

4. Robert F. Bales, "A set of categories for the analysis of small group interaction," American Sociological Review 15 (1950):257-263.

5. Matilda Riley, "The profession: Reports and opinion," American Sociological Review 25 (1960).

6. Robert R. Blain, Distribution of sociologists by speciality, 1970.

Oct. 27
D. 1960-1980: FRAGMENTATION

1. Leon Warshay, The Current State of Sociological Theory. David McKay Company, 1975.

2. George Ritzer, Sociology: A Multiple Paradigm Science. Allyn and Bacon, 1975.

3. Jonathan H. Turner, The Structure of Sociological Theory. The Dorsey Press, Homewood, Il., 1978.

II. FOUR ISSUES IN THEORY

Nov. 3

A. VALUE NEUTRALITY VERSUS OBJECTIVITY

1. Tom Wicker, Introduction to the Report of the National Advisory Commission on Civil Disorders. Bantam Books, New York, 1968.

2. Malcolm X, The Autobiography of Malcolm X, pages 151-168, 339-343, 362, 364-373.

3. George Lundberg, Can Science Save Us? David McKay, New York: 1961, pp. 30-41.

4. Alvin Gouldner, "Anti-minotaur: the myth of a value-free sociology." Social Problems, pp. 199-213. 1961.

5. Martin Nicolaus, "Remarks at ASA Convention," The American Sociologist. May, 1969:pp. 154-156.

6. Alvin Gouldner, The Coming Crisis of Western Sociology. Basic Books: New York, 1970: pp. 1-13.

7. Pitirim Sorokin, Fad and Foibles in Modern Sociology. Henry Regnery, 1956. Ch. 13 In the blind alley of hearsay stuff and negativism, pp. 297-317.

Nov. 10

B. SCHOLARSHIP VERSUS SCIENCE OR THEORY, LOGIC, AND RESEARCH

1. Hans Zetterberg, On axiomatic theories in sociology. In The Language of Social Research. Paul Lazarsfeld and Morris Rosenberg (Ed.). The Free Press, 1955: pp. 533-540.

2. George Homans, "Bringing men back in." American Sociological Review, December, 1964: pp. 809-818.

3. Herbert L. Costner and Robert K. Leik, "Deductions from 'Axiomatic theory'." American Sociological Review, December, 1964: pp. 819-821.

4. Morris R. Cohen and Ernest Nagel, An Introduction to Logic. Harcourt, Brace, & World, 1962: Ch. 1. The subject matter of logic, pp. 3-23.

Nov. 17

C. SOCIOLOGICAL REALISM - NOMINALISM

1. George Homans, "Basic social structures" in Sociology: An Introduction. Neil Smelser (ed.).

2. C. Wright Mills, The Sociological Imagination. Oxford University Press, 1959.

3. Percy Cohen, Modern Social Theories.

D. DETERMINISM - VOLUNTARISM

1. Emile Durkheim, "What is a social fact?" From Emile durkheim: Selections from his Work. George Simpson (ed.) Thomas Y. Crowell, 1963.

2. Herbert Blumer, "Sociological analysis and the "variable," American Sociological Review 21 (December), 1956:683-690.

E. REALISM-NOMINALISM & THE NATURE OF THEORY ISSUES MANIFEST IN PSYCHOLOGICAL REDUCTIONISM

1. Robert R. Blain, "On Homans' psychological reductionism," Sociological Inquiry 41 (Winter) 1971:3-25.
2. George Homans, "Reply to Blain," 19-24.
3. Robert R. Blain, "Comment on Homans' reply," 24-25.
4. George Homans, "Rebuttal to Blain," 25.

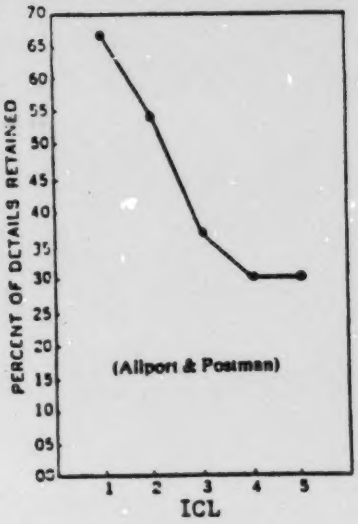
III. A FEW CONTEMPORARY "THEORIES"

Dec. 1
A. TALCOTT PARSONS' FOUR FUNCTION PARADIGM
B. GEORGE HOMANS'S SOCIAL EXCHANGE THEORY
C. GERHARD LENSKI'S SYNTHESIS OF FUNCTIONALISM AND CONFLICT THEORY
D. ROBERT BLAIN'S THEORY OF INFORMATION CHAINS

Dec. 8
Course Review.

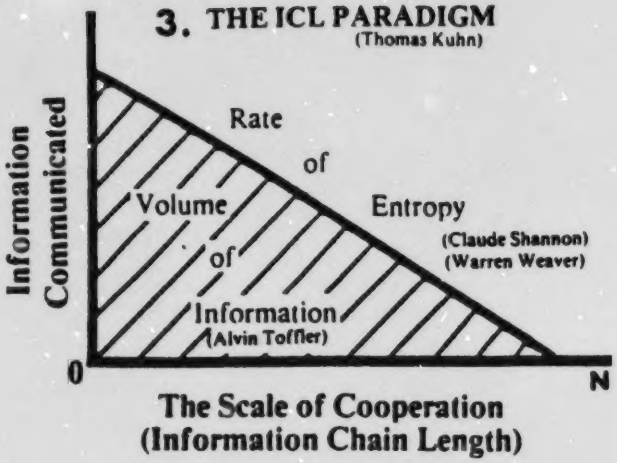
Dec. 15 Final Exam.

2. INDEX OF LEVELING



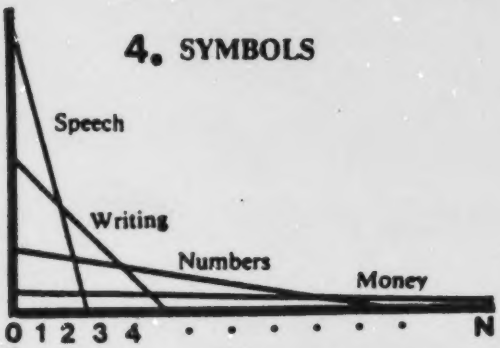
3. THE ICL PARADIGM

(Thomas Kuhn)

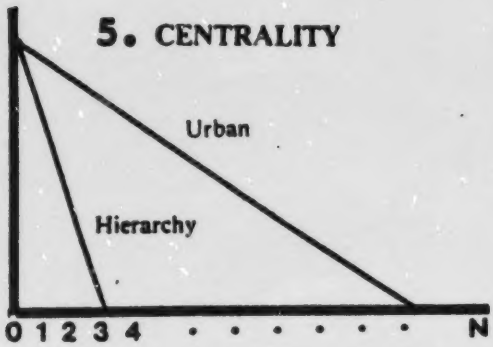


The Scale of Cooperation
(Information Chain Length)

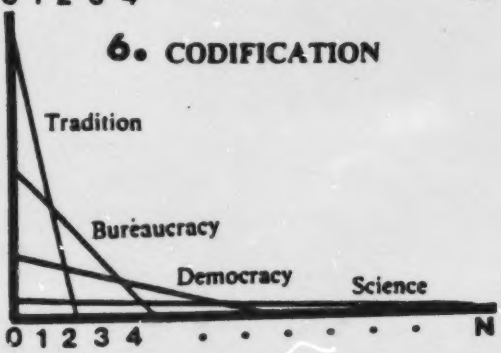
4. SYMBOLS



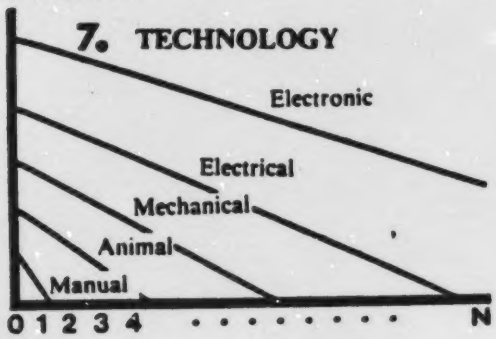
5. CENTRALITY



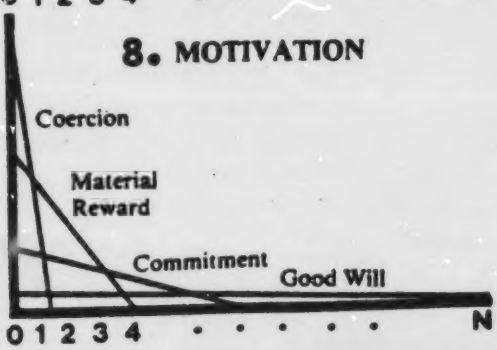
6. CODIFICATION



7. TECHNOLOGY



8. MOTIVATION



9. POPULATION

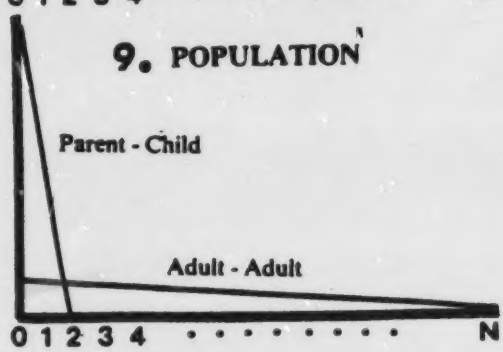
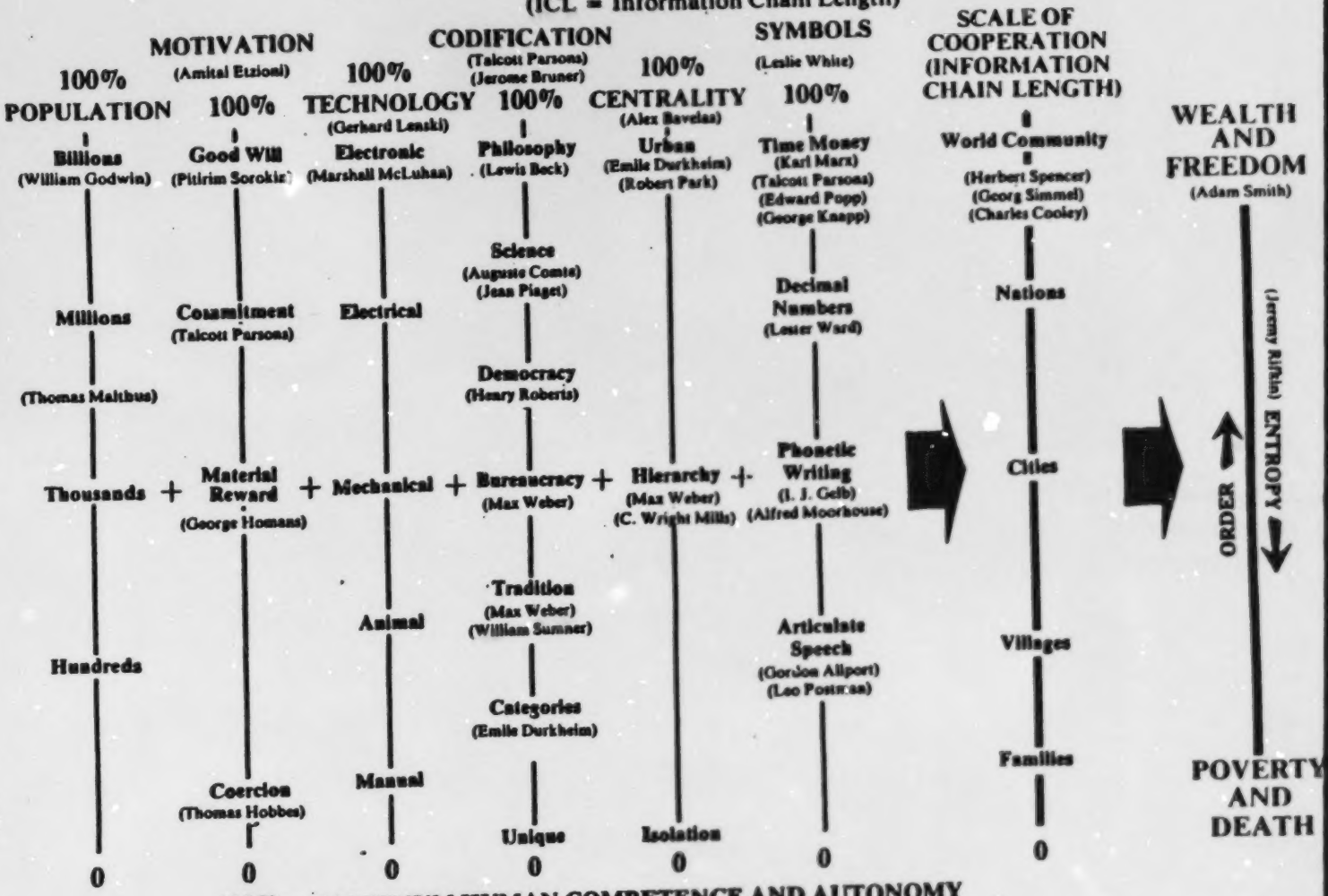


Figure 1. THE ICL THEORY OF COOPERATION

(ICL = Information Chain Length)



100% = MAXIMUM HUMAN COMPETENCE AND AUTONOMY

0 = NO ABILITY TO UTILIZE HUMAN POTENTIAL

Developed by Professor Robert R. Blain, PhD, Southern Illinois University at Edwardsville 62026. 1965-1983
April, 1983

JC 242

BEST COPY AVAILABLE

UNIVERSITY OF MISSOURI
Kansas City, Missouri

Sociological Theory
Fall 1983

Ernest Manheim
Professor Emeritus

1. The Evolutionary Point of View

H. Spencer, Principles of Sociology, pp. 1-51
Leslie A. White, The Science of Culture, 1949, pp. 363-415
The Evolution of Culture, 1959, pp. 3-57
Betty J. Meggers, "The Law of Cultural Evolution as a Practical Research Tool," in G.E. Dole and R.L. Carneiro, Essays in the Science of Culture, 1960.

2. Marxism

Marx, The Communist Manifesto
Capital, Modern Library Edition, Ch. I-IX, XIII.
"Historical Materialism"
Theses on Feuerbach
G. Lukacs, History and Clan Consciousness, pp. 223-353.
Lenin, State and Revolution, Ch. 1-5.

3. Post-Marxism Social Critique

T. Veblen, The Theory of the Leisure Clan
The Instinct of Workmanship and the State of the Industrial Arts
C.W. Mills, The Marxists, 1962.

4. Conflict Theory

L. Coser, The Functions of Social Conflict, 1954.
R. Dahrendorf, Class Conflict in Industrial Society, 1959
C.W. Mills, The Power Elite, 1956
G. Simmel, Conflict

5. Symbolic Interactionism

C.H. Cooley, Human Nature and the Social Order, Ch. 1-5
G.H. Mead, Mind, Self, and Society, pp. 135-336
E. Goffman, Presentation of Self in Everyday Life
H. Blumer, Symbolic Interactionism, 1969

6. Functionalism

B. Malinowski, Coral Gardens and their Magic, Vol. I, Ch. XI
R.A. Radcliffe-Brown, Structure and Function in Primitive Society, pp. 178-187.
E. Durkheim, Suicide, pp. 152-276, 277-294.
Rules of Sociological Method, pp. 89-125.
Elementary Forms of Religious Life, pp. 409-447.
R.K. Merton, Sociological Theory and Social Structure, pp. 19-84.
A.R. Stinchcombe, Constructing Social Theories, pp. 28-38, 129-148.
H. Bredemeyer, "The Method of Functionalism," Americal Sociological Review, 1955, 20.

7. The Comparative Study of Culture

Max Weber, Methodology of the Social Sciences, Ch. 1,2.
The City
H. Gerth and C.W. Mills, From Max Weber, 1960, Ch. VIII, XVI, XVII
David McClelland, The Achieving Society
Francis Hsu, Clan, Caste and Club, 1963

8. Culture Cycle Constructs

P. Sorokin, Crisis of Our Age, pp. 13-29, 30-240.
Finer, Pareto's Sociological Writings, pp. 31-81.
A. Toynbee, Study of History, ed. Sommerwell, Vol. 1, pp. 88-163.
O. Spengler, Decline of the West, Vol. 1, Ch. 1, 2; Vol. 2, Ch. 6, 14.

Duke University, Dept. of Sociology

Sociology 281: Development of Sociological Theory

Fall 1982

E.A. Tiryakian
256 Sociology-
Psychology Bldg.

This course will seek to offer students an awareness of major currents of sociological theoretical thought. It will be selective in its emphases and students wishing a general background in sociological theory are encouraged to supplement core readings with "optional" materials and reference selections.

The major concern will be to indicate crucial features in the development of general sociological theory from Comte to Parsonian "action theory" and the analytical linkages between micro and macro sociology. The seminar will further discuss major frames of reference, "paradigms" or "scientific research programs" which have had recurrent appeal.

Requirements for the seminar are as follows:

(1) a book review essay not to exceed 800 words of a work, written since 1900, considered of relevance for sociological theory. The review should be in the form published in Contemporary Sociology or the book review section of the American Journal of Sociology. Students are encouraged to select a work in a language other than English. Due before Thanksgiving recess.

(2) a term paper at least 15 pages, typewritten, but not to exceed 30 pages. The paper should be written such that it might be submitted to a journal to be considered for publication. Due December 10.

(3) a take-home final examination that will be handed out the week of November 29 and is due on December 15.

Recommended for Purchase

(1) Filmer, Paul, et al., New Directions in Sociological Theory

(2) Humboldt Journal of Social Relations, v. 7, #1, Fall/Winter 1979-80

(3) Parsons, Talcott, The Structure of Social Action, 2 vols. (abbr. SSA)

(4) Turner, Jonathan, The Structure of Sociological Theory

Soc. 281

E.A. Tiryakian
Fall/82

Week of:

Sept. 1 Introduction. Theory, methodology, research. The nature of sociological theory: descriptive, interpretive, normative. Presuppositions, hypotheses, concepts, methods of analysis. The question of levels of analysis and the interrelationships of levels. Micro and macro theories. The development of sociological theory as distinct from the history of sociological thought.

R.K. Merton, On Theoretical Sociology, chaps. 1, 2, 4, 5. (chaps. 4 and 5 also in Merton, Social Theory and Social Structure.

S.N. Eisenstadt, "The Development of Sociological Thought," Int'l Encyclopedia of the Social Sciences, v. 15, pp. 23-36.

Anthony Giddens, "Classical Theory and the Origins of Modern Sociology," Amer. Journal of Sociology, 81 (Jan. 1976): 703-20.

E.A. Tiryakian, "Hegemonic Schools and the Development of Sociology." Mimeo, hand-out.

Optional: C. Wright Mills, "On Intellectual Craftsmanship," in Llewellyn Gross, ed., Symposium on Sociological Theory, pp.25-53, reproduced in C.W. Mills, The Sociological Imagination; Phillip E. Hammond, ed., Sociologists at Work; William Snizek, et al., eds., Contemporary Issues in Theory and Research: A Metasociological Perspective, esp. pp. 3-79.

Sept. 8 The historical context of sociology in Western Europe and North America. The bearing of context on theoretical problems. The central sociological tradition, intellectually and politically. The Comtean legacy. Systems analysis and the quest for social order.

Lewis A. Coser, Masters of Sociological Thought (MST), chapters on on Auguste Comte and Herbert Spencer.

Jonathan Turner, Structure of Sociological Theory, chaps. 1-5.

Marion J. Levy, Jr. and Francesca Cancian, "Functional Analysis," Int'l Encyclopedia of the Social Sciences, v. 6, pp. 21-43.

George C. Homans, "Discovery and the Discovered in Social Theory," Humboldt Journal of Social Relations, 7 #1 (1979/80): 89-102.

Peter Blau, "Elements of Sociological Theorizing," Humboldt Journal of Social Relations, 7 #1 (1979/80): 103-122.

Optional: Jonathan H. Turner and Alexandra Maryanski, Functionalism; James G. Miller, Living Systems (see also its review by Parsons in Contemporary Sociology, 8 (Sept. 1979) : 687-715); Edward A. Tiryakian, ed., The Phenomenon of Sociology, Pt. 1; Edward Shils, "Tradition, Ecology, and Institution in the History of Sociology," Daedalus, 99 (Fall 1970): 760-825; Robert Bierstedt, "Sociological

(continued next page)

Week of:

9/8 cont. Thought in the Eighteenth Century," in Tom Bottomore and Robert Nisbet, eds., A History of Sociological Analysis, pp. 3-38; Kenneth Bock, "Theories of Progress, Development, Evolution," in Bottomore and Nisbet, HSA, pp. 39-80; Robert Nisbet, "Conservatism," in Bottomore and Nisbet, HSA, pp. 80-117.

Sept. 15 Interruption: the "other tradition." Normative sociology as socialism. Marx and Proudhon. Their influence then and now. Dialectical sociology.

Lewis Coser, MST, chapters on Marx and Simmel.

Tom Bottomore, "Marxism and Sociology," in Bottomore and Nisbet, HSA, pp. 118-48.

Turner, Structure of Sociological Theory, chaps. 6-8.

Georg Simmel: read at least one chapter in Kurt H. Wolff, ed., The Sociology of Georg Simmel.

Optional: Henri Lefebvre, The Sociology of Marx; Karl Marx, Early Writings, ed. by T.B. Bottomore; Louis Dumont, From Mandeville to Marx; Georg Simmel, On Individuality and Social Forms, ed. by Donald Levine; D. Levine, et al., "Simmel's Influence on American Sociology," in two installments, Amer. Journal of Sociology, v. 81 #4 and 5, January and March 1976; Georges Gurvitch, Dialectique et Sociologie; Phillip Bosserman, Dialectical Sociology.

Sept. 22 The theory of action in Parsonian analysis. Genesis.

Talcott Parsons, Structure of Social Action, pp. 3-177.

Optional: Alvin Gouldner, The Coming Crisis of Western Sociology; Richard Münch, "Talcott Parsons and the Theory of Action I," Amer. Journal of Sociology, 86 (Jan. 1981): 709-739; Alan Dawe, "Theories of Social Action," in Bottomore and Nisbet, HSA, pp. 362-417.

Sept. 29 A "marginal" figure: Pareto.

Talcott Parsons, SSA, pp. 178-300.

Joseph Lopreato, "Vilfredo Pareto: Socio-Biology, System, and Revolution," in Buford Rhea, ed., The Future of the Sociological Classics.

(continued next page)

Week of:

9/29 cont. Optional: Vilfredo Pareto, The Mind and Society; Pareto, Sociological Writings, introduction by S.E. Finer; George Homans and C.P. Curtis, An Introduction to Pareto: His Sociology.

Oct. 6 A pinnacle of positivism: Durkheim and Cie. Morality, symbolism, society.

Talcott Parsons, SSA, pp. 301-470.

E.A. Tiryakian, "Émile Durkheim," in Bottomore and Nisbet, HSA, pp. 187-236.

Optional: Durkheim, Rules of Sociological Method; Anthony Giddens, "Positivism and its Critics," in Bottomore and Nisbet, HSA, pp. 237-286; Giddens, New Rules of Sociological Method; Steven Lukes, Émile Durkheim, His Life and Work; Yash Nandan, The Durkheimian School (a bibliography of works by and on the Durkheimians); Edward A. Tiryakian, ed., "Durkheim Lives!", special issue of Social Forces, v. 59 #4 (June 1981).

Oct. 13 The collossus of sociology: Max Weber. The interlacing of freedom and determinism, of economic necessity and value choice, of causality and hermeneutics. Political sociology.

Parsons, SSA, pp. 473-649.

Optional: Julien Freund, "German Sociology in the Time of Max Weber," in Bottomore and Nisbet, HSA, pp. 149-186; J. Freund, The Sociology of Max Weber; Reinhard Bendix, Max Weber, an Intellectual Portrait; Marianne Weber, Max Weber, A Biography, Max Weber, Economy and Society, 2 vols. edited by Guenther Roth and Claus Wittich; Hans Gerth and C. Wright Mills, eds., From Max Weber: Essays in Sociology.

Oct. 20 Action Theory in Later Writings of Parsons.

Talcott Parsons, "Social Systems" in Int'l. Encyclopedia of the Social Sciences, v. 15, pp. 458-473.

T. Parsons, et al., "Some Fundamental Categories of the Theory of Action," in T. Parsons and Edward Shils, eds., Toward a General Theory of Action, pp. 3-29.

T. Parsons, "On Theory and Metatheory," In Humboldt Journal of Social Relations, 7 (1979/80): 5-16.

T. Parsons, "A Paradigm of the Human Condition," in Parsons, Action Theory and the Human Condition, pp. 352-433 (see bibliography at end).

(continued next page)

Week of:
10/20 cont. Optional: Richard Münch, "Talcott Parsons and the Theory of Action II," Amer. Journal of Sociology, 87 #4 (Jan. 1982): 771-826; Jeffrey Alexander, "Formal and Substantive Voluntarism in the Work of Talcott Parsons," Amer. Soc. Review, 43 (1978): 177-198; François Bourricaud, The Sociology of Talcott Parsons; R. Stephen Warner, "Parsons' Last Testament," Amer. Journal of Sociology, 87 (Nov. 1981): 715-721.

Oct. 27 Some alternative orientations to the Parsonian paradigm. Dynamic and structuralist sociology.
Pitirim A. Sorokin, Social and Cultural Dynamics, Parts 1, 8, 9.

Alain Touraine, The Voice and the Eye, pp. 1-76.

Jonathan Turner, Structure of Sociological Theory, Part III.

Optional: "Social Structure" (articles by Edmund Leach and Stanley Udy), Int'l. Encyclopedia of the Social Sciences, vol. 14, pp. 482-495; Edith Kurzweil, The Age of Structuralism (Levi-Strauss to Foucault); E.A. Tiryakian, "Structural Sociology," in John C. McKinney and Edward A. Tiryakian, eds., Theoretical Sociology: Perspectives and Developments, pp. 111-135; Bruce H. Mayhew, "Structuralism versus Individualism," 2 parts, Social Forces, v. 59 #2 and 3, December 1980 and March 1981; Nancy DiTomaso, "Sociological Reductionism," Amer. Soc. Review, 47 (Feb. 1982): 14-28; Peter Ekeh, Social Exchange Theory; Marcel Mauss, The Gift; Georg Simmel, The Philosophy of Money, chapter 1, Part II.

Microsociology: The Native and Imported American Orientations

Nov. 3 Native Americans. Social psychology and the social self. Sociological theory as pragmatic. Symbolic Interaction. Role theory.

Lewis Coser, MST, chapters on Mead, and Thomas and Znaniecki.

Herbert Blumer, Symbolic Interactionism, chap. 1.

Jonathan Turner, Structure of Sociological Theory, Part 4.

Ralph H. Turner, "Strategy for Developing an Integrated Role Theory," Humboldt Journal of Social Relations, 7 (1979/80): 123-139.

(continued next page)

Week of:
11/3 cont. Optional: George H. Mead, Mind, Self and Society; G.H. Mead, The Philosophy of the Act; Ansel Strauss, ed., The Social Psychology of G.H. Mead; J.D. Lewis and R.L. Smith, American Sociology and Pragmatism; W.I. Thomas, The Delinquent Girl; Clark McPhail and C. Rexroat, "Mead vs. Blumer," Amer. Soc. Rev., 44 (June 1979): 449-467; H. Blumer, "Mead and Blumer, etc.," Amer. Soc. Rev., 45 (June 1980): 409-419; McPhail and Rexroat, "Ex Cathedra Blumer or Ex Libris Mead?" Amer. Soc. Rev., 45 (June 1980): 420-430; Erving Goffman, The Presentation of Self in Everyday Life; E. Goffman, Frame Analysis.

Don Martindale, The Nature and Types of Sociological Theory, 2nd ed., chaps. 15 and 16.

Sheldon Stryker, Symbolic Interactionism.

Nov. 10 Phenomenological/Existential Sociology. Ethnomethodology.

(if available) Paul Filmer, et al., New Directions in Sociological Theory, Part I.

Harold Garfinkel, Studies in Ethnomethodology, chap. 1.

Thomas P. Wilson and Don Zimmerman, "Ethnomethodology, Sociology and Theory," Humboldt Journal of Social Relations, 7 (1979/80): 52-88.

K. Knorr-Cetina, "Introduction" in K. Knorr-Cetina and A.V. Cicourel, eds., Advances in Social Theory and Methodology: Toward an Integration of Micro- and Macro-Sociologies, pp. 1-47.

Optional: E.A. Tiryakian, Existentialism and Sociologism; E. Tiryakian, "Existential Phenomenology and the Sociological Tradition," Amer. Soc. Rev., 30 (1965): 674-688; Alfred Schutz, On Phenomenology and Social Relations; Maurice Natanson, ed., Phenomenology and The Social Sciences, 2 vols.; Maurice Natanson, Edmund Husserl.

Nov. 17 Phenomenological Sociology, contd. Loose ends. Post-Parsonian Sociology: wither or whither general theory?

Paul Filmer, et al., New Directions, Part II. E.A. Tiryakian, "Post-Parsonian Sociology," Humboldt Journal of Social Relations, 7 (Winter 1979/80): 17-32.

(continued next page)

Week of:
11/17 cont. Jonathan Turner, "Towards a Social Physics," Humboldt Journal of Social Relations, 7 (Winter 1979/80): 140-155.

Knorr-Cetina and Cicourel, eds., Advances in Social Theory and Methodology: Toward an Integration of Micro- and Macro-Sociologies, pp. 51-108 (chapters by Cicourel and Collins).

Optional: Turner, Structure of Sociological Theory, Part 5; Kenneth Leiter, A Primer on Ethnomethodology; Warren Handel, Ethnomethodology: How People Make Sense.

No further reading assignments for remainder of semester. Remaining seminar meetings after Thanksgiving recess will be devoted to presentation of individual project and group discussion of previous materials.

SUPPLEMENTARY READINGS: GENERAL WORKS AND OVERVIEWS

Raymond Aron, Main Currents in Sociological Thought.

Pitirim A. Sorokin, Contemporary Sociological Theories.

_____, Sociological Theories of Today.

Don Martindale, The Nature and Types of Sociological Theory, 2nd ed.

Charles and Zona Loomis, Modern Social Theories.

Nicholas S. Timasheff, Sociological Theory, its Nature and Growth.

Robert Bierstedt, American Sociological Theory: A Critical History.

Buford Rhea, ed., The Future of the Sociological Classics.

predominantly for upper-class undergraduates:

Doyle P. Johnson, Sociological Theory (1981).

Neil J. Smelser and R. Stephen Warner, Sociological Theory: Historical and Formal (1976).

Ruth A. Wallace and Alison Wolf, Contemporary Sociological Theory (1980).

Leon Warshay, The Current State of Sociological Theory (1975).

Scott G. McNall, ed., Theoretical Perspectives in Sociology.

Sociology 281S The Development of Sociological Theory E.A. Tiryakian

Final Take-Home Examination Fall 1982

This examination consists of three (3) questions, each having the same weight as the other two. You may select any one question in Part I, and you must answer the question on the remaining two parts. For each question your answer must not exceed 500 words or two typewritten pages, double-spaced; any excess of this will be heavily penalized. Clarity and parsimony are highly valued! You may bring into your answers direct quotations or citations, but make sure the reader knows the source and page of the citation, e.g.: Turner, Struct. of Soc. Theory, p. 52. You are expected to show your ability to use and make reference to materials covered in this course, either in your own readings or in group meetings of the seminar; you may also bring into your answers outside relevant readings you have done.

The examination is to be turned in by 5:00 PM on Friday, December 17, or earlier. It may be given to one of the secretaries at the main office, if you do not find me in my office. If turned in after 5:00 PM, your examination is subject to a stiff penalty for lateness. Please do not discuss this examination with any member of the seminar until the week of December 20th (when you probably will not care to).

PART I

Select one question.

A. What are the major elements of a theory of social action? To what extent should such a theory be identified with Talcott Parsons and to what extent are there other currents or figures who have made distinct contributions to action theory, either in the past or recently? Finally, do you consider a theory of action to be one proper (valid, relevant, ect.) for sociology? If so, why; if not, why not?

B. From your readings in this seminar, select one theoretical approach which you consider stimulating, provocative, etc., and which you think helps you "make sense" of an important contemporary empirical phenomenon. Specify the phenomenon and how the theoretical approach provides you with at least a partial explanation. What further refinement in the theory would be necessary to augment its power of explanation?

C. Marx, Durkheim, and Weber are commonly thought of as the "Big Three" of modern macrosociology. Are there large-scale social phenomena of the contemporary world that cannot be shown to be specific instances of or accountable by the major theoretical models of the "Big Three?" Discuss two such phenomena, indicating if there is another theoretical approach you have come across which gives a better or more adequate explanation; or if there isn't, what sort of a theoretical approach or model would be necessary to treat the phenomena adequately?

D. "For the most part, sociological theory and research has tended to

> differentiate into two camps, one dealing with 'macro' phenomena and the other with 'micro' phenomena. The problem facing sociology is not so much the lack of adequate studies -- theoretical and researchwise -- dealing with each, but rather how to interrelate them without reducing one level to the other. This is crucial for the further development of sociological analysis."

Discuss. Be sure you make clear what you and others understand by "micro" and "macro" social phenomena.

PART II

Select any one research article appearing in 1982, in any of these journals: American Sociological Review, American Journal of Sociology, Social Forces, American Political Science Review. Critically discuss the theory that frames the research and the importance of its research findings for any of the theoretical orientations we have examined this semester. To what extent does this bear out the observations of Merton concerning the bearing of theory on research and vice versa?

PART III

This seminar is designated as "the development of sociological theory," rather than as the "history of sociological theory." Some would argue that this is a misnomer, that every generation creates anew its own theories of social reality, that development is a holdover from a 19th-century evolutionist mold or at best limited to the development of techniques and technology, and that it is because of the absence of any real development that sociologists today read afresh the theories of Marx, Weber, and Durkheim. What is your reaction to this?

COLUMBIA UNIVERSITY

Peter M. Blau
Fall 1984

SOC G4161X
Principles of Theorizing

OUTLINE AND BIBLIOGRAPHY:

Basic Source: Karl Popper, The Logic of Scientific Discovery

1. BUILDING THEORIES

   a. Basic and Applied Sciences
   b. Nomothetic and Ideographic Knowledge
   c. Increasing Levels of Generality
   d. Deductive Hierarchy of Propositions
   e. Causal Explanations
   f. Constructing Theories Inductively
   g. Constructing Theories Deductively

H. Zetterberg, ON THEORY AND VERIFICATION IN SOCIOLOGY (3rd ed.), 9-29, 63-113, 157-77
R. B. Braithwaite, SCIENTIFIC EXPLANATION, 1-21, 50-87, 255-92, 342-68
E. Nagel, THE STRUCTURE OF SCIENCE, 1-46, 447-502, 520-35, 547-51
R. K. Merton, SOCIAL THEORY AND SOCIAL STRUCTURE (1968 ed.), 139-55

Suggested:

H. Blalock, THEORY CONSTRUCTION
P. Park, SOCIOLOGY TOMORROW
A. Kaplan, THE CONDUCT OF INQUIRY
M. Campbell, WHAT IS SCIENCE?
W. J. Goode and P. K. Hatt, METHODS IN SOCIAL RESEARCH, 1-102
B. G. Glaser and A. L. Strauss, THE DISCOVERY OF GROUNDED THEORY
T. Parsons, "The Role of Theory in Social Research," AMERICAN SOCIOLOGICAL REVIEW (1938), 13-20

2. TESTING THEORIES

   a. Dilemma of Theorizing
   b. Probable Inferences
   c. Illustration: Class Differences in Fertility
   d. Popper: Falsifiability
   e. Kuhn: Scientific Revolution
   f. Philosophy of Science and Sociology of Science
   g. The Social System of Science

M. R. Cohen and E. Nagel, AN INTRODUCTION TO LOGIC AND SCIENTIFIC METHOD, 96-100, 151-58, 191-222, 391-403
K. Popper, THE LOGIC OF SCIENTIFIC DISCOVERY, 27-92, 112-23, 136-45, 261-81
P. M. Blau and O. D. Duncan, THE AMERICAN OCCUPATIONAL STRUCTURE, 361-99, 410-18
T. Parsons, THE STRUCTURE OF SOCIAL ACTION, 686-94
N. Storer, THE SOCIAL SYSTEM OF SCIENCE, 11-28, 75-98

Suggested:

T. S. Kuhn, THE STRUCTURE OF SCIENTIFIC REVOLUTION
F. Toennies, COMMUNITY AND SOCIETY
R. K. Merton, SOCIAL THEORY AND SOCIAL STRUCTURE (1968 ed.), 585-627
S. M. Lipset, M. Trow and J. S. Coleman, UNION DEMOCRACY, 166-26, 419-27
G. C. Homans, THE NATURE OF SOCIAL SCIENCE
I. Lakatos, "Falsification and the Methodology of Scientific Research Programs," in Lakatos and Musgrave, CRITICISM AND THE GROWTH OF KNOWLEDGE, 91-196

3. LEVELS OF SOCIOLOGICAL ANALYSIS

a. Hierarchies of Structural Complexity
b. Expanding Compass
c. Emergent Properties
d. Contexts, Units, and Properties
e. The Case of Formal Organizations
f. Organizations and Power Structure

H. A. Simon, "The Architecture of Complexity," PROCEEDINGS OF THE AMERICAN PHILOSOPHICAL SOCIETY 106 (1962): 467-82
M. Weber, THE THEORY OF SOCIAL AND ECONOMIC ORGANIZATION, 87-157
P. F. Lazarsfeld and H. Menzel, "On the Relation Between Individuals and Collective Properties," in A. Etzioni, COMPLEX ORGANIZATIONS
R. Breiger, "The Duality of Persons and Groups," SOCIAL FORCES 53 (1974): 181-90
G. C. Homans, "Contemporary Theory in Sociology," in R.E.L. Faris, HANDBOOK OF MODERN SOCIOLOGY, 951-77

Suggested:

P.M. Blau, "Contexts, Units, and Properties in Sociological Analysis," in H. Blalock, SOCIOLOGICAL THEORY AND RESEARCH
E.E. Evans-Pritchard, THE NUER
J.D. Thompson, ORGANIZATIONS IN ACTION
R. Bierstedt, "A Design for Sociology," ANNALS, 1969
H. Blumer, "What is Wrong with Social Theory?" AMERICAN SOCIOLOGICAL REVIEW 19 (1954): 3-10
A.W. Gouldner, "Reciprocity and Autonomy in Functional Theory," in L. Gross SYMPOSIUM ON SOCIOLOGICAL THEORY, 241-70
M. Weber, METHODOLOGY OF THE SOCIAL SCIENCES
P.M. Blau, EXCHANGE AND POWER IN SOCIAL LIFE, 294-301
J.S. Coleman, COMMUNITY CONFLICT

4. ELEMENTS OF SOCIOLOGICAL THEORIZING

a. Deductive System
b. Scientific Explanation
c. Dissecting Creative Insight
d. Darwin's Theory
e. Building Blocks of Structural Theory
f. Theoretical "Operator"

R. K. Merton, SOCIAL THEORY AND SOCIAL STRUCTURE (1968 ed.), 1-72, 249-60 (2nd ed.: pp. 3-16, 195-206)
C. Darwin, THE ORIGIN OF SPECIES, Chapters 1-4
P. M. Blau, "A Macrosociological Theory of Social Structure," AMERICAN JOURNAL OF SOCIOLOGY 83 (1977): 25-54

Suggested:

P. M. Blau, "Parameters of Social Structure," AMERICAN SOCIOLOGICAL REVIEW 39, (1974): 615-35
R. Dawkins, THE SELFISH GENE
G. C. Homans, THE NATURE OF SOCIAL SCIENCE
I. Lakatos and A. Musgrave, CRITICISM AND THE GROWTH OF KNOWLEDGE
J. H. Turner, THE STRUCTURE OF SOCIOLOGICAL THEORY

5. MACROSOCIOLOGICAL THEORY OF SOCIAL STRUCTURE

A. Conceptual Scheme
b. Nominal and Graduated Parameters
c. Intergroup Relations
d. Intersecting and Consolidated Parameters
e. Structure and Substructures
f. Empirical Tests

G. Simmel, THE SOCIOLOGY OF GEORG SIMMEL, 2-25
R. K. Merton, "Insiders and Outsiders," AMERICAN JOURNAL OF SOCIOLOGY 78 (1972): 9-47
R. C. Bealer et al., "Religious Exogamy," SOCIOLOGY AND SOCIAL RESEARCH 68 (1983): 69-79
P. M. Blau, T. L. Blum, and J. E. Schwartz, "Heterogeneity and Intermarriage," AMERICAN SOCIOLOGICAL REVIEW 47 (1982): 114-29
E. O. Laumann, BONDS OF PLURALISM, 1-82, 98-105, 126-8

Suggested:

P. M. Blau, "A Fable about Social Structure," SOCIAL FORCES 58 (1980): 777-88
C. Levi-Strauss, STRUCTURAL ANTHROPOLOGY
A. Przeworski and N. Teune, THE LOGIC OF COMPARATIVE INQUIRY
M. S. Granovetter, "The Strength of Weak Ties," AMERICAN JOURNAL OF SOCIOLOGY 78 (1973): 1360-80
A. B. Hollingshead, "Cultural Factors in the Selection of Marriage Mates," AMERICAN SOCIOLOGICAL REVIEW 15 (1950): 619-27
R. Centers, "Marital Selection and Occupational Strata," AMERICAN JOUNAL OF SOCIOLOGY 54 (1949): 530-35
E. F. Nadel, THE THEORY OF SOCIAL STRUCTURE

PMB:nf

OHIO STATE UNIVERSITY
Columbus, Ohio

Department of Sociology

SO 781 — Summer 1982
The Traditions of Social Thought and Research — Laurel Walum Richardson

The intent and thrust of this seminar will be less the review of the history of sociology and more an attempt to grapple with some of its persistent problems, such as the nature of social reality, the relationship between theory and research, theory formation, problems of value-free sociology, and the future of the sociological enterprise.

The value of the seminar rests upon its participants. It is assumed that you are here voluntarily and that you will act responsibly towards your fellow seminar members in terms of preparation and contribution to everyone's learning.

It is also assumed that members of this seminar have successfully completed SO 488 (or some equivalent undergraduate social theory course.) For refreshers (or for speedy make-up) use one of the standard theory-capsule books such as:

Martindale, The Nature and Types of Sociological Thought
Timesheff, Sociological Theory
Coser, Masters of Sociological Thought
Nisbet, The Sociological Tradition
Catton, "The Development of Sociological Thought" in Faris, Handbook of Modern Soc. (or use the M.A. Reading List, Section II)

Suggested readings are on reserve in the main library.

Week I

The Nature of Social Reality

Readings:

Natanson, Philosophy of the Social Sciences, Introduction (on reserve)
Berger, The Social Construction of Reality (at SBX)
Lundberg, Can Science Save Us? (Reviewed in Cuzzort, Humanity and Modern Sociological Thought, excerpt in Natanson)

Written Assignment: One or two typewritten pages which form a logical and coherent whole position paper which answers (for all time) the question: What is the nature of Social Reality? (argue either from a phenomenological perspective or from a naturalistic perspective and be prepared to defend your position in seminar. There is no right answer.)

SO 781
The Traditions of Social Thought and Research

Summer 1982
Laurel Walum Richardson

Week II

The Scope of Sociological Theory

During this week's seminar we will be concerned with questions pertaining to the nature of social theory. Some suggested study questions are listed below:

1. What do we mean by the term, "theory"?
2. How do we distinguish "sociological theory" from other "socio-scientific theories"?
3. What are the differences between "theory", "ideology", "speculation", and "facts"?
4. What are the differences between the "history of theory" and "theory"?
5. How is sociological theory possible? Where does it come from?
6. What criteria do we employ when we evaluate a theory?

Read widely and freely (both within and outside your MA reading list) during the week in attempting to resolve these quesions to your own satisfaction. Some suggested reading is listed below:

Naegle, "Some Observations of the Scope of Sociological Analysis," in Theories of Society (vol. 1), ed. by Parsons, et al.
Theories of Society. Glance through organization of book. Perhaps read some of the introductory remarks to various sections and perhaps read an article or two which appeal to you.
Merton, R.K. "On the History and Systemics and Sociological Theory," in Social Theory and Social Structure.
Zetterberg, Hans, On Theory and Verification in Sociology.
Blalock, Hubert, Theory Construction.
Abel, Theodore, The Foundation of Sociological Theory selected sections.
Gross, Symposium on Sociological Theory.
Kaplan, The Conduct of Inquiry.
Glazer, The Discovery of Grounded Theory.
Bruyn, The Human Perspective in Sociology.

By all means feel free to read other materials. Explore the library. We will try to emulate the historian's style of seminar. That is, we are sharing the same set of questions for discussion but we shall be reading different sources.

Week III

A Little Theory

Continue reading in the area of theory-construction if you feel the need to.

Written Assignment: In an area with which you are familiar and (one in which you wish to become familiar) or for portion of a Theorists work, prepare a "little theory." Write it out. If possible, include one

testable hypothesis. Explain how you have come to that theory. (If you choose to follow a deductive-propositional form, be sure to include all necessary elements.) Finally justify your theory. What criteria are you using in claiming that it is indeed a "little theory" and what criteria are you using to justify its existence?

Seminar participants will present their little theories in class.

Week IV

Structural-Functional Perspectives

Readings:

In Merton's, Social Theory and Social Structure
"Theories of the Middle Range"
"Social Structure and Anomie"
"Continuities in Theory of Social Structure and Anomie"
"Manifest and Latent Functions"
Giddens, Anthony (ed) Emile Durkheim, pp. 137-154; 173-188
Davis, "The Myth of Functional Analysis" ASR 24, 1959, pp. 757-72
Dahrendorf, "Out of Utopia" Bobbs-Merrill Reprint S-58
Cancian, "Varieties of Functional Analysis"
Gouldner, "Reciprocity and Autonomy in Functional Theory"
Levy, "Structural-Functional Analysis I"
Turner, Structure of Sociological Theory, Chapters 2-4.

Study Questions:

1. What is "functionalism"?
2. What is middle-range theory?
3. What are the essential assumptions about the nature of the social world embedded in functionalism?
4. What model of society does functionalism maintain?
5. How do you go about doing a "functional analysis"?
6. What criticisms can be brought to bear on the perspective?
7. What criticisms can be brought to bear on the article "Social Structure and Anomie"? If you were writing it, what would you change and why?
8. In what way does "continuities. . ." demonstrate interrelationship between theory and research? In which ways does it not?
9. Why is functionalism the major dominant analytic perspective in sociology?
10. And other questions, which shall surely come to mind...

Conflict Perspectives

Turner, Jonathan, Chapters 5-8
Obenshall, Social Conflict and Social Movements (Chapter II)
(on reserve)

Weber, The Protestant Ethic
Marx, The German Ideology (Selected Passages)
Lenin, The Woman Question
Bendix, Max Weber
Simmel, On Conflict
Dahrendorf, Class and Class Conflict in Industrial Society
Lenski, Power and Privilege
Hofstedter, The Social Darwinists
Readings in "Sociology of Sociology", Reynolds, and Reynolds.

If there is a particular theorist you are exploring, please continue to do so. Otherwise try to read within or outside of this list to come to some grasp with the conflict perspective.

Some Study Questions:

1. What kinds of assumptions do conflict theorists make about the nature of social reality?
2. What is the "nature" of conflict theory? What is it about?
3. Why has conflict theory not been the major perspective in American Sociology?
4. How do you go about doing a "conflict-analysis"?
5. What criticisms can be brought to bear on the perspective?
6. In what ways can functionalism and conflict theory be seen as complementary? In what ways integratable?
7. And of course, all those others that occur to you as you read...

Week V

Reflexive Sociology

Reading:

Garfinkel, Studies in Ethnomethodology (Handout)
Cicourel, Method and Measurement (Intro. and Conclusion (Theory")
Gouldner, The Coming Crisis in Sociology
Psathas, Phenomenological Sociology (Handout)
Etzioni, The Active Society (Last Part)
Cicourel, Social Organization of Juvenile Justice, Chapter I
Maryl, "Ehnomethodology: Sociology Without Society" Catalyst, No. 7, Winter 1973, pp. 15-28
Friedrichs, A Sociology of Sociology
Douglas, Jack (ed.) Understanding Everyday Life, Chapters 1-2

The above readings can be read for their own sake. But, in addition read them in terms of what they have to say to us about sociology and sociological theory. How is sociology possible? Are our theories merely constructions reflecting our own position in society or are they genuinely tapping the social world? Are our methods the appropriate ones for understanding? How do we best procede from here? We shall be re-asking some of the same questions we asked in the beginning of the seminar. Do we come to different answers?

SO 781
The Traditions of Social Thought and Research

Summer 1982
Laurel Walum Richardson

Final Paper Due: 5-8 typewritten pages (maximum)

Option A: Choose some socially structured event (e.g., M.A. exams, prison reform movement, marriage, downward mobility, Ohio State-Michigan Game, etc.). Choose two of the theoretical perspectives discussed in this seminar. Analyze that event from those perspectives. Which one is "better"? Be sure and specify clearly the criteria you are using for evaluating the perspectives.

Option B: If you have begun a serious investigation of some aspect of this course you may choose to write a final paper on it. If you choose to do that, please give me a short written prospectus of what you plan to write about - requires instructor's okay.

University of North Carolina-Chapel Hill
Department of Sociology
Fall, 1978

Everett K. Wilson
Sociology 200
History of Social Thought

"Our coordinated knowledge which in the general sense of the term is science, is formed by the meeting of two orders of experience. One order is constituted by the direct, immediate discriminations of particular observations. The other order is constituted by our general way of conceiving the Universe. They will be called the Observational Order, and the Conceptual Order. The first point to remember is that the observational order is invariably interpreted in terms of the concepts supplied by the conceptual order . . . We inherit an observational order, namely types of things which we do in fact discriminate; and we inherit a conceptual order, namely a rough system of ideas in terms of which we do in fact interpret."

--A. N. Whitehead, Adventures of Ideas (N.Y.: Macmillan, 1933) page 198. italics added

I. Introductory Comments

First a word on the meaning of theory. In its most general aspect, social theory seeks to illuminate the nature of the social bond. Social theorizing is the process of applying the rare and cryptogenic qualities of imagination and wisdom to the evidence presented by our observations. This task involves description and explanation: (1) the classification of data under abstract rubics, and (2) the attempt to explain or understand the connections between these classes of data. In this task theory and method (if the two are to be separated) are allies and mutual critics.

This division between the data "out there" and the conceptual organization of such data in some abstract scheme that we call theory is an analytical division. It is a false one, if taken to imply that we ever deal with objects--physical, cultural or social--independent of some conceptual scheme. Indeed, the whole process of socialization can be conceived as a means of defining and giving meaning to the things "out there" by conceptualizing them. (This is the process that has occupied James, Cooley, Mead and Piaget, Bruner, Cottrell, Kagan and other social psychologists for many years.) Empirical and theoretical dimensions are simply aspects of the same things out there: and no object has reality or meaning independent of its conceptual aspect. Nonetheless it seems useful to separate perception from conception; and to focus on this process of self-conscious conceptualization that we undertake in order to understand the nature of human relationships.

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One of the best short statements on the meaning of theory is that by J. J. Maquet in his Sociologie de la connaissance. (Louvain: Institut de Recherches Economiques et Sociales, 1949, pp. 305-307, passim.)

"Une théorie en sociologie, comme dans la plupart des autres disciplines scientifiques, est une construction de l'esprit qui explique la synthèse des resultats observés en postulant un principe dont on peut déduire ces resultats à titre de conséquences. Par ailleurs, elle sert de principe directeur pour les recherches ultérieures.

. . .

Un sociologue peut ne pas se préoccuper d'expliquer les résultats qu'il a obtenus par ses recherches et se contenter de montrer que telle relation existe entre tels et tels phénomènes sans se demander pourquois. Mais si la théorie n'est pas indispensable à cét egard, elle l'est au point de vue du progrès de la science.

Nous avons vu en effet qu'il n'est pas possible de s'aventurer dans la recherche des faits sans "anticiper la nature" comme disait T. H. Huxley. Il suffit de penser à la presqu' infinie multiplicité des productions mentales d'une part, et des facteurs sociaux d'autre part, pour se convaincre qu'on ne peut aborder ces empires avec l'esprit vierge de presuppositions et l'intension de se laisser guider uniquement par les faits. Il y a beaucoup trop de guides . . .

Qu'il y ait un certain danger à préjuger du type de relations que l'on trouver est évident . . .

Or, cette anticipation de la nature peut se faire de deux manières. Soit en ayant une idée plus or moins précise, plus or moins intutitive, des relations qui, pense-t-on, existent entre les faits qui l'on se propose d'étudier. (C'est ce qui nous avons décrit a propos du premier stade de la sociologie. Cette idée est fort imparfaite, mais c'est la seule qui soit possible à ce moment la.) Soit par le moyen que fournit la théorie de s'orienter parmi les faits.

Pour bien comprendre ce moyen, il importe de distinguer nettement 'théorie' et 'hypothèse.' Le professeur Conant indique que dans les sciences physico-chimiques, ces deux termes n'ont pas une signification très précise et que, souvent, on utilise le mot théorie pour concept et son explication . . .

A cause da l'ambiguité de ces mots, le Professeur Conant préfère ne pas les utilizer. Cependant, comme deux aspects important de la démarche intellectuelle doivent être distingués, et qu'il n'est pas facile de trouver de nouveaux vocables, nous croyons pouvoir garder ces deux termes en les précisant de la manière suivante, que nous pensons être la plus commune. La théorie est le principe dont les hypotheses sont les consequences.

A theory in sociology, as in the majority of the other scientific disciplines, is an intelligent construction which explains the synthesis of the observed results in postulating a principle from which one can deduce these results in virtue of the consequences. Incidentally, it sets the governing principle for later research.

A sociologist cannot preoccupy himself with explaining the results which he has obtained through his research and must be content to show what relation exists between such and such phenomena without wondering why. But if the theory is not indispensible in this regard, it is from the point of view of scientific progress.

We have seen in effect that it is not possible to take risks in the search for facts without "anticipating the nature" as T.H. Huxley said. It suffices to think of the almost infinite multiplicity of mental productions on one hand, and of social factors on the other, in order to convince oneself that one cannot approach these rules with a mind unexposed to presuppositions and the intention of allowing oneself to be guided solely by the facts. There are many guides. . .

There is a certain danger in prejudging the type of relations that one thinks is obvious . . .

But, this anticipation of the nature can occur in two ways. In having an idea more or less precise, more or less intuitive, the relations which, one thinks, exist between the facts that one proposes to study. (What we have described is the first stage of sociology. This idea is very imperfect, but it is the only one possible at this moment.) By this means is the theory of finding one's position among the facts furnished.

In order to better understand this means, it matters to clearly distinguish 'theory' and 'hypothesis.' Professor Conant indicates that in the physico-chemical sciences, these two terms do not have a very precise distinction and that, often, one uses the word theory for concept and its explanation . . .

Because of the ambiguity of these words, Professor Conant prefers not to use them. Nevertheless, as two important aspects of the intellectual steps must be distinguished, and it is not easy to find new vocabularies, we believe it is possible to keep these two terms in precisely the following manner, that we think to be the most common. Theory is the principle from which hypotheses are the consequences.

—Translation by C.A. Bordieri

Sociology 200 is too ambitiously titled. This is so for two reasons. Fifteen weeks (or as many years) is too short a time to master the history of social thought. But quite aside from the obvious limits imposed by a semester's time, our interest is not in the historical but in the heuristic uses of theory.

For theory is an early (and a late) stage in the process of explaining differing social patterns. It is early, since it represents the attempt of reason to make sense of the social world through the manipulation of symbols before making the terms operational and testing empirical indices for their alleged connections. It is late, since we return to the abstract propositions of theory after their empirical testing and revision.

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Thus theory is to be seen as an aspect of disciplined inquiry. Its place and part in the process of problem-solving are suggested by the following figures.

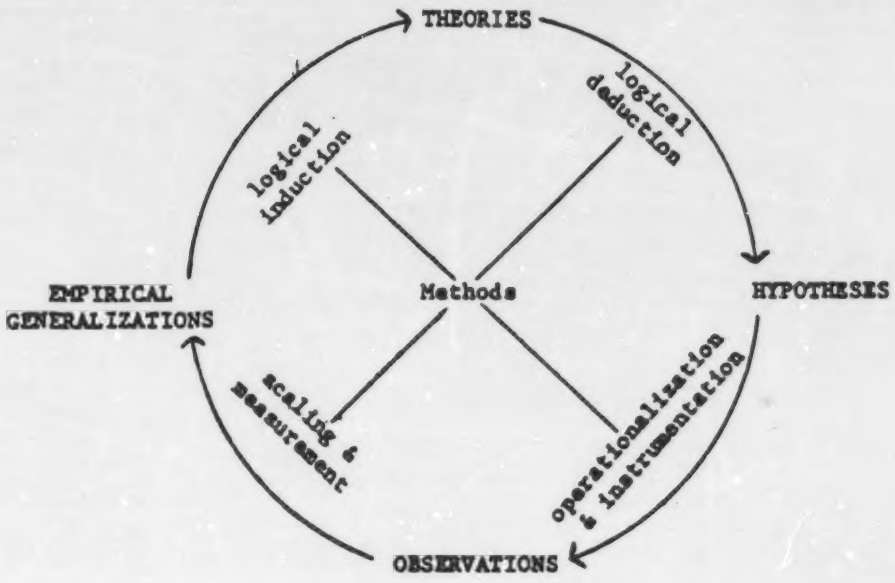

Figure 1: Aspects of the Process of sociological inquiry*

* Walter L. Wallace, Ed., Sociological Theory (Chicago: Aldine, 1969), p. ix.

Two things might be said about Figure 1. It would be more accurate to describe the process of inquiry as an open-ended spiral (rather than a closed circle). And second, the process may begin anywhere.

For example, Durkheim commences his thinking about the causes of suicide by reviewing others' observations and such data as he has available. He begins, that is to say, with the phase labelled "logical induction." The end point of this process comes with the central proposition in his theory of suicide: it is extent of group integration that accounts for differing suicide rates.

From this fundamental proposition he then moves into the phase of logical deduction. If formal education challenges old certitudes and traditional relationships (so attenuating human bonds and threatening social integration) then level of education should be positively related to suicide rates. And if men are typically better educated than women, males should have the higher incidence

of suicide. And if Protestantism requires each man to stand alone before God, alone to find his peace and discover his destiny, then, their ties to others being more fragile, Protestants should have higher rates of suicide than Catholics.

Thus, to refer to Figure 2, from a general set of propositions arguing the significance of frequency of interaction, consensus and certainty in human relationships--in a word, social integration--one deduces:

H_1 In a series of communities, percent of population Protestant varies positively with incidence of suicide.

H_2 In a series of communities, average level of education achieved will vary positively (other things equal) with suicide rates. And

H_3 Suicide rates will be significantly higher for men than for women.

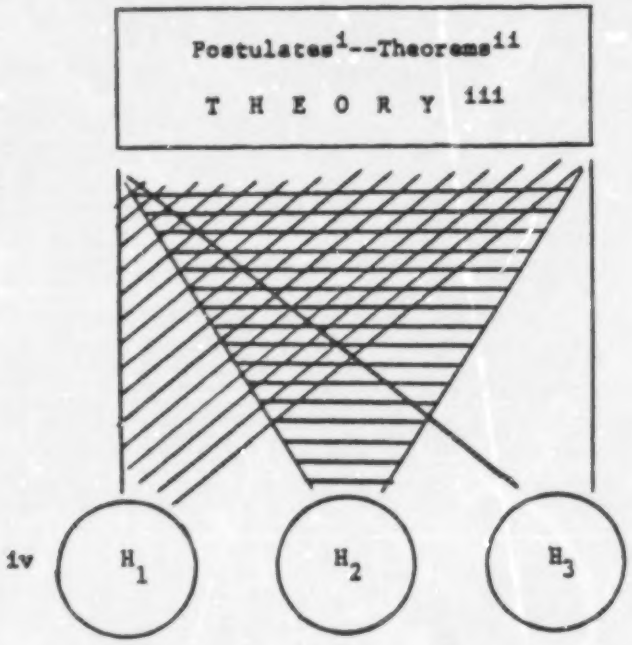

Figure 2: A schematic representation of the connection between theory and hypothesis

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i. Basic assumptions, taken as axiomatic
ii. Plausible propositions, subject to proof (i.e., testing)
iii. A set of logically interdependent propositions, purporting to explain a given class of social phenomena
iv. The assertion of a determinate relationship between operationally defined variables under specified conditions (Note etymology of the prefix, "hypo.")

All three hypotheses are deduced, of course, from the same underlying theoretical argument. To repeat Maquet:

> "Une théorie en sociologie, . . . est une construction de l'esprit qui explique la synthèses des resultats observés en postulant un principe dont on peut déduire ces resultats à titre de conséquences. Par ailleurs, elle sert de principe directeur pour les recherches ultérieures."

II Questions Informing Our Studies

This course enables us to examine aspects of our inherited conceptual order—or, more accurately, orders. For we shall encounter a number of ways in which social theorists have mapped the terrain. We shall follow a historical sequence. But we shall also cross-cut this dimension with an analytical approach, linking theory to research and seeking answers to four generic questions. On two counts these questions are critical for us: because of their general bearing on issues of human concern and because of their specific relevance for the research we are undertaking (in theses and dissertations).

The four questions we shall face repeatedly as we read each theorist (and write various course papers) ask about (1) methodology, (2) the nature of social phenomena, (3) the process of social change, and (4) the nature and mission of sociology. We can elaborate on these questions as follows:

(1) How do we know? And how do we show that what we say we know is so? Can we say that one class of social phenomena causes other social outcomes? If so, what are the conditions that justify causal imputation? If not, what can we know about the connectedness of social phenomena?

(2) What do we mean by the adjective, "social"? What do we mean by the "social order"? by "social system"? "Social structure"? What's the elementary unit of analysis out of which social structures are built? How is the realm of the social to be discriminated from domains of the cultural and psychic?

(3) What is meant by social change? How does it occur? Is there one sector of the social order chiefly responsible for generating change? Is social change immanent in human societies? Or is it to be conceived as an outcome of alien, extra-system intrusions? Or both?

(4) What is the domain of sociology? What is the appropriate field of inquiry, if any? And what is the appropriate method of inquiry?

III. Writing Assignments

There are four papers to be written in Sociology 200, all designed to help you use theory effectively in your reading and research in the field.*

The second and third papers are to be done in collaboration with another member of the class. The first and last papers are yours, alone. Here is a brief description of the papers.

		DUE DATE
1.	A short paper, anticipating #4, which states a research problem, sketches a tentative answer (theory) which could be tested empirically.	15 Sept
2.	An analysis of the theoretical underpinning of a current piece of empirical research.	13 Oct
3.	An analysis of the legacy, in two examples of research, of some theoretical notion or position. For example, we might identify and discuss two studies stemming from Marx's notion of alienation, or research checking Weber's conception of bureaucracy (its sources, characteristics and consequences), or studies pursuing Durkheim's conception of anomie.	10 Nov
4.	A paper presenting the background in theory (and empirical research) from which a testable hypothesis emerges. Here the hypothesis is your own and points to a research project that interests you.	? Dec (date of final ex

For the second paper, the piece of research analyzed may be any article in a recent volume of ASR, SF or AJS. The paper should include answers to these questions:

1. What's the research Problem? What's the hypothesis? What are the reasons (the theory), so far as they are offered, showing that the hypothesis is a plausible assertion?

2. To what general subfield(s) in sociology does this inquiry contribute? This should provide an initial clue to the relevant set of theoretical positions and issues underlying the research. (N.B.: It's possible that they are not explicitly articulated by the author(s).)

3. Does the article provide a coherent theoretical background?
   - 3.1 Does the theory, implied or explicit, explain a given class of social phenomena?
   - 3.2 Does it identify social dimensions or properties?
   - 3.3 Does it state the nature of the relations between these dimensions/properties?
   - 3.4 Do the propositions form a deductive system?

4. To the extent that your answer to the questions in 3, above, is No, what's missing?

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* All papers in 200 are to follow the style and format prescribed by Social Forces. (See "Instructions to Authors" on last page or inside back cover of each issue.) With one minor exception these are the same stylistic guidelines established by the 5 ASA journals. Note, also, the appended "Appeal to Prospective SF Authors." The point, obviously, is to help you prepare for early publication in professional journals.

While the second paper starts with a piece of empirical research, moving then to search out its theoretical ancestry, the third paper commences with a seminal theoretical contribution and proceeds to seek out its progeny in concrete research. Examples were touched on before. To add another: one might take the inter-institutional nexus studied by Weber with its strong systemic implications and its mild reproach to Marx, and see to what extent Lenski's work (The Religious Factor) and McClelland's (on the link between Protestantism and n-achievement) support, refute or modify the Weberian position. There are, of course, other examples of empirical research that stem from Weber's theses in The Protestant Ethic and the Spirit of Capitalism.

The last paper, written individually, constitutes the final examination in Sociology 200. The task entails (1) posing a problem that intrigues you--and one that has some sociological significance, (2) adducing pertinent materials from the wisdom literature--especially from theory but also from empirical research when that seems indicated, in order (3) to develop an argument that offers a persuasive answer to the problem originally posed, and leading to (4) a testable hypothesis. It can be conceived as a prototype of the first chapter of your thesis or dissertation.

* * *

On each of these four papers you are urged to consult Mr. Robert Agnew (HH 164) who hopes to have the opportunity to review rough drafts of your papers prior to the deadline--indeed, sufficiently ahead of the deadline to allow you time for revising your work. A good scheme, then, is to draft, consult, revise and submit.

IV. A Tentative Calendar

AUGUST			INTRODUCTORY
		25	Theory: teaching it
28			Theory: its use in research
			SOME PRECURSORS
	30		Men create the social order: Hobbes, Locke, Rousseau
SEPTEMBER			
		1	Men as social creations: The Scottish moral philosophers (Hume, Smith & Fergusc
			[no class meetings: ASA]
			THE FOUNDING FATHERS
11	13	15	Comte and Spencer
			SEMINAL 19th CENTURY THINKERS
18	20	22	Marx
25	27	29	Durkheim
OCTOBER			
2	4	6	Durkheim
9	11	13	Simmel
	18	20	Weber
23	25	27	Weber
30			
NOVEMBER			FROM EUROPE TO U. S.
	1	3	Cooley, Mead and Social Psychology in American Sociology
6	8	10	Park, Burgess, McKenzie, Hawley: Human Ecology in American Sociology
13	15	17	Parsons and Merton: Structural Functionalism in American Sociology
20	22		[Thanksgiving Holiday]
27	29		NEW DEPARTURES
DECEMBER			
		1	George Homans: Exchange theory and psychological reductionism. . . . the
4	6	8	new sociology: radical, reflexive and ethnomethodological

This skeleton outline is elaborated, with additional questions and supplementary readings, in Part VI of this syllabus

The life spans of theorists and the time span covered by our course are indicated in the following table.

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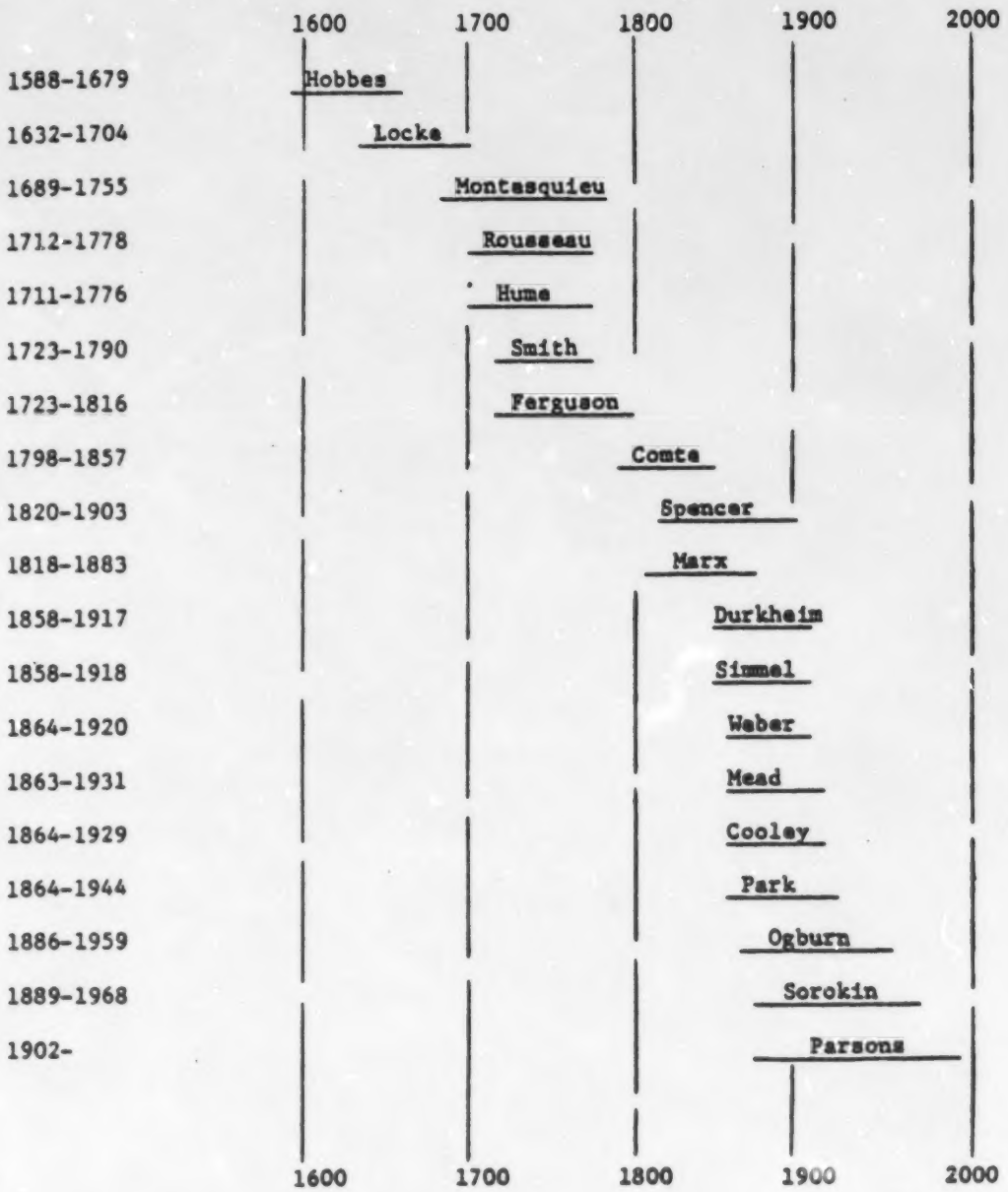
Life Spans: Selected social theorists



V. Readings

Because the following books are tools of our trade, you should be sure that they are on your shelves. Anticipate discussion of these theorists by reading--or rereading--them prior to the time they are scheduled for discussion on our calendar. Cooley (1902 and 1929), Durkheim (1895, 1897), Hawley (IESS), Marx (1931, or equivalent), Mead (1934), Merton (1968), Parsons (1964, 1965, 1966, 1967), Simmel (1950, 1955), Weber (1946, 1947 or 1968, and 1949).*

Our work will be chiefly with original sources rather than relying on their digestion by other ruminators (Martindale, Timasheff, et al.). But if you feel the need of a pony, there are 3 recently published books that improve on earlier efforts of this sort. They are: Aron (1965, 1967), Coser (1971) and Turner (1974).

And of course you will find competent discussions of all our theorists in International Encyclopedia of the Social Sciences.

VI. Detailed Outline

1. Introduction and some precursors

   i. Hobbes, Locke and Rousseau
   ii. Hume, Smith and Ferguson } Use IESS and Schneider (1967)

   QUESTIONS

   (1) What are the uses of theory? Where does it stand in the process of inquiry?

   (2) What distinction is to be made between the history and the systematics of theory?

   (3) What's the connection between the theoretical and empirical aspects of research?

   (4) How does one get reliable knowledge? On what methodology does the sociologist rely?

   (5) What accounts for the emergence of a social order? an organized state? for the elevation of one/some to positions of leadership? How explain the structure of authority? What's the nature of the social bond? of social phenomena?

   (6) Is a discipline conceptualized whose task it is to investigate social phenomena? If so, what is its nature?

   (7) Does the thinking take account of social change? If so, how account for social and cultural change?

   (8) What's the nature of human nature?

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* For complete citation, see General References, page 26 et seq. Other books pertinent to your work in Sociology 200 will be found on the reserve shelf in the undergraduate library.

1. Introduction and some precursors, cont'd

RESOURCES

Barnes (1948), Barnes and Becker (1938), Bierstedt (1959: an improvement over the old Calverton volume of the same title and the best of the thumbnail sketch versions of histories of social thought), Bryson (1945), Durkheim (1960), Ferguson (1767), Hobbes, Hume (any of various editions), Lehmann (1930), Merton (1968), Part I, "On Theoretical Sociology." Ch. I, "On the History and Systematics of Sociological Theory," and Ch. 2 "On Sociological Theories of the MIDDLE Range," and Ch. 3, "Manifest and Latent Functions," and Ch. 4, "The Bearing of Sociological Theory on Empirical Research," and Ch. 5, "The Bearing of Empirical Research on Sociological Theory," Parsons (1965), Schneider (1967) and Smith (1959 and 1776).

(Read the Merton)

2. Founding fathers

i. Comte
ii. Spencer

On Comte, Gertrud Lenzer is the best source. Browse Spencer (1891) and the Principles

QUESTIONS

(1) How do Comte and Spencer see the evolution of ideas and of human societies?

(2) What does the term "positivism" mean? What's its significance at this stage in the development of social thought?

(3) What contributions to methodology, if any, would you ascribe to Comte? to Spencer?

(4) How do these men conceive the nature of social phenomena and the unit of social analysis?

(5) How do these men conceive of sociology? How and to what extent would such conceptions differ from current views of the field?

RESOURCES

Barnes (1948), Barnes and Becker (1938), Bierstedt (1959), Comte (n.d. and 1969), IESS, Malthus (1959), Mill (1972), Parsons et al. (1965), Peel (1971), Spencer (1891: see especially Ch. 1, "The Need of It," Ch. 3, "Nature of the Social Science," and sample the chapters on sources of bias: educat'onal bias, the bias of patriotism, etc.)

3. Seminal thinkers of the 19th century: Marx, Durkheim, Simmel and Weber

i. Marx
ii. Durkheim
iii. Simmel
iv. Weber

QUESTIONS

(1) How does each of these men conceive the field of sociology?

(2) What contributions to methodology have they made?

(3) How does each conceive the social order?

(4) What are the central concepts each relies on in social analysis? What's the elementary unit of social analysis?

(5) How is social change conceived by each of these theorists?

(6) What general propositions can you cull from the work of each of these men, propositions you'd regard as still holding?

(7) What hypotheses derived from the work of these men would you regard as worth testing?

RESOURCES

on Marx: See Bottomore (1973), Giddens (1971), Hazelrigg (1972), Hook (1955), Horton (1964), Lefebvre, Henri (1969), Marx (1931, 1964), Mill (1962), Mills (1962), Parsons et al. (1965), Turner (1975), McClellan (1976)

on Durkheim: See, first, Durkheim (1893, 1895 and 1897). For anyone interested in the sociology of religion, Durkheim (1912) is essential. Similarly in the field of the sociology of education, Durkheim (1922 and 1925).

Perhaps the earliest systematic treatment of Durkheim (along with Pareto, Weber and Marshall) to reach U. S. social scientists was Talcott Parsons' (1937). A useful recent work is that of Lukes (1972).

There are several well put together paperback commentaries on Durkheim, two of them with selections from his work. See Bierstedt (1966), Giddens (1972), Nisbet (1965) and Simpson (1963).

The AJS published a special commemorative issue on Durkheim on the centennial of his death (volume LXIII, May 1958). It includes the following:

Peter H. Rossi, "Emile Durkheim and Georg Simmel"
Kaspar D. Naegele, "Attachment and Alienation: Complementary Aspects of the Work of Durkheim and Simmel."
Kurt H. Wolff, "The Challenge of Durkheim and Simmel"
Hanan C. Selvin, "Durkheim's Suicide and Problems of Empirical Research"
Leo F. Schnore, "Social Morphology and Human Ecology"
Martin Gold, "Suicide, Homicide and the Socialization of Aggression."
Harry Alpert, "Emile Durkheim: Enemy of Fixed Psychological Elements."

on Simmel: See Coser (1965), Parsons et al. (1965), especially Simmel (1950) and Simmel (1955), Simmel (1968) and Spykman (1925).

on Weber: See especially Weber (1946 and 1947, the Gerth and Mills and Henderson and Parsons translations, respectively; also 1949, 1952, 1963 and 1968). See also Bendix (1960 and 1968), Bendix and Roth (1971), Freund (1968) and Wrong (1970).

4. From Europe to US.

i. Ward, Sumner & Giddings
ii. The emergence of social psychology
iii. Time and space, physical and social: the emergence of human ecology
iv. The social system, structure and function
v. New theoretical orientations in sociology: exchange theory, radical/critical/reflexive sociology, ethnomethodology

QUESTIONS

(1) What's distinctive in the development of social theory in the United States? Is it true, as Sorokin has suggested, that sociolcgy has been subject to fads and foibles? What's the evidence?

(2) What justification is there for the derogatory statement of some Russian sociologists that, in the U.S., sociology=social psychology? If true, bad? If not true, would it be bad if it were?

(3) Why should space and time be thought useful dimensions for the analysis of social phenomena?

(4) Is there a reasonable parallel between plant and animal ecology, on the one hand, and the behavior of human aggregates on the other?

(5) What are the implications of the concept, system? Structure? Function?

(6) Why is the structural-functional analysis of social systems alleged to be static and conservative? What justification is there for such an allegation?

(7) To what extent does Parsons' theory go beyond sociology? To the extent that it does, is it necessary and/or desirable?

(8) How can the pattern variables be usefully put to work in social research?

(9) What are the essential notions of exchange theory? Is it accurate to say that exchange theory reduces explanations of social phenomena to elementary economics and psychology?

(10) How do you explain the emergence of new orientations in sociology? radical sociology? the ethnomethodological orientation? What contributions, if any, can they make? What limitations do you see, if any, in these efforts?

RESOURCES

i. On Ward, Sumner and Giddings see IESS, or the older version, ESS

ii. On social psychology: socialization and the sources of human-ness see: Cooley (1902, 1929), Dewey (1930), Jandy (1942), Mead (1930, 1934), Parsons, et al.(1965) and Strauss (1965).

iii. On human ecology, see Hawley (1950 and 1968), McKenzie (1968), Park (1967)

iv. On the social system, structure and function, see Barber (1936), Black (1962), Boulding (1956), Bredemeir (1955), Cannon (1932), Davis (1959), Henderson (1970), Homans (1950: 321-333 and 1964), Merton (1968, chapter on "Manifest and Latent Functions."), Parsons (1964, 1965, 1966, 1967), Radcliffe-Brown (1956).

v. More recent theoretical orientations in sociology, see Turk and Simpson (1971), Friedrichs (1970), Gouldner (1973), and Zeitlin (1973).

Appendix

Title of Syllabus: _____

CHECKLIST FOR REVIEWING SYLLABI OF COURSES ON SOCIAL THEORY

1. The Syllabus as a Message to the Student

   a. Is the substantive framework of the course gotten across?
   b. Is the calendar of events clear?
   c. Are requirements clear?
      1.) tests?
      2.) readings: required and recommended?
      3.) exercises? assigned papers?
      4.) attendance?
      5.) due dates for various assignments?
      6.) conditions justifying exceptions and not?
   d. Are course goals and objectives stated? (see item 2 below)
   e. Are course prerequisites - formal and informal - stated?

2. Course Goals and Objectives

   a. Does the syllabus contain a statement of general goals for student learning?
   b. Are the general course goals translated into operational statements? Or are they murky, equivocal, general though virtuous statements?
   c. Are the operational statements of objectives such that the student will know the extent to which they are achieved?
   d. Can the instructor explain: 1.) how the instructional activities of the course will help the student achieve the course goals, and 2.) how extent to which goals are achieved will be measured?

3. Student Load

   a. Quantity? too much? too little?
   b. Distribution of semester? Is it well staged?
   c. Variation? Is there some change of pace/interest through the offering of different class activities? Lab exercises, quizzes, book reviews, essays, field work, library exploration, seeing and reviewing films, tapping current events and other media, etc.

4. Teacher Load: Is the teacher trying to do too much in one course, in terms of his or her own time constraints? Is quantity likely to diminish quality? Thus, given a realtively fixed amount of time, could the teacher provide significantly more guidance and assistance to students and provide them with better and quicker feedback on papers, if 2 rather than 3 were assigned?

5. Instructional Activities

   a. Is there a clear link to course goals?
   b. Is the need for variation provided for?
   c. Are the instructional activities appropriate to the skills and abilities required to master subject matter?

6. Assessment of Testing

   a. Is there any consideration of two uses of testing: 1.) for learning, stimulating discussion, as a basis for diagnosing strengths and weaknesses, and 2.) for grading?

b. Any indication of the type of test to be used? Realistic appraisal of the time needed to devise the test? and to evaluate it, including useful feedback to the student? Take-home? open book? multiple-choice? essay? other?

c. Source of test items: Will students be asked/encouraged to contribute questions/problems, test items?

7. Assessment of Paper Assignments

a. Number? scope? goals? due dates? format?

b. Range of acceptable topics or questions for papers?

c. Criteria to be used in assessing papers?

8. The Course as an Element in the Student's Life Space: Is there any indication that the instructor has considered the problem of

a. Tying the material of this course to the student's major, or probable major, field? to the student's other concerns?

b. To current social issues?

c. To other courses the student may be taking concurrently? In short, does the syllabus leave room for adaptation to special interests of individuals and subgroups within the class?

9. The Course as Part of the General Framework of Sociology

a. Is there some indication that students will be able to see this particular course in the general framework of sociology? An intellectual setting in which the material of this course forms an understandable part?

b. Do social issues override sociological problems?

10. Office Hours

a. Does the syllabus offer any encouragement for conferences with the instructor?

b. Are teacher-student conferences required? requested? encouraged?

11. Preparation and Follow-up of Audiovisual Aids: If films or other aids are to be used, are they treated seriously rather than as entertaining interludes?

12. Classroom Operations

a. What alternatives to conventional lecture-discussion procedures have been considered?

b. Seminar sessions with students presenting and defending a thesis to whole group or some part of it?

c. Role playing? sociodrama?

13. Utility of the Syllabus as a Sourcebook and Guide

a. Does the syllabus provide students with sources useful in work on assignments (term papers, etc.)?

b. Will the syllabus be sueful to the student after the course?

1.) Does it list books or articles a student might want to read after the cour

2.) Does it list sources (e.g., journals) that will carry future work in the field?

3.) Is this information organized in a useful way?

14. Structuring the Syllabus around Questions: Does the syllabus reveal a course structured around questions worth asking and the pursuit of answers to them?

15. Clarity, Organization, and Structure

    a. Is the syllabus organized such that it is easily usable? Are major topics flagged by special headings, etc.?
    b. Does the syllabus reveal a course introduction too long or complex or so stressing theoretical and conceptual issues that you may lose the student?

_____ Overall Evaluation

_____ Accept

_____ Reject

Comments:

Source: PASSING ON SOCIOLOGY: THE TEACHING OF A DISCIPLINE, by C.A. Goldsmid and E.K. Wilson, Belmont, CA: Wadsworth, 1980, 178-80.

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